

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-318

Course Title: Import-Export Management

(3 Units, 45 hours)

Course Start Date: January 23, 2017

Course End Date: May 8, 2017

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 Goals (what I want you to learn):

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 inbound and outbound 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.
6. Provide practitioners with approaches and methods to implement Lean or a team-based form of continuous improvement that strives to identify and reduce “waste” in their supply chain network.

Required Text:

David, P., Stewart, R.

2013 International Logistics: The Management of International Trade Operations, 4rd 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.

Has extensive professional experience in domestic procurement, supply chain networking, operations, capital budgeting, managerial accounting, and both contract and labor union negotiations. In addition, has extensive experience in international and domestic marketing strategy and delivery (print, digital, B2B, B2C) relating mostly to service delivery, but have also participated in marketing activities related to products. Specifically, safety lighting products for commercial trucking and bio-feedback hardware and software. Additionally; have designed,

implemented, and managed marketing, recruitment, and hiring programs for attracting new employees. Also, have extensive experience with designing, implementing, and managing employee compensation and professional development and training programs. Besides these activities, have experience designing, implementing, and evaluating employee performance evaluation systems linking them with promotional, compensation, and succession strategies.

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 degreed 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@lincolnucsf.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.

Description of Assignments:

- 1) **Individual Journal:** Students will maintain a journal where they will write entries to reflect on their recent course related activities and experiences, and will include their assignments from the textbook. This will provide students with a structure for critical

analysis during these reflections, prompting students to respond to the main questions and relevant sub-questions. There are three reasons for having this exercise, which are:

1. To demonstrate an ability to take in an experience/activity and describe it.
2. Provide insight into a student's ability to connect this experience/activity to past learning or to the text in this course.
3. Provide evidence of the student's ability to make a plan for the future, which is an indicator of a student's capacity for life-long learning.

A journal should consider these questions:

1. What? What happened? Was there a difference between what you expected and what happened? What did you do?
2. So What? What have you learned? Why does that matter? To you? To your classmates? To other stakeholders? Is the experience in alignment, informed by, in conflict with the class text or other activities?
3. Now What? How can you apply your learning? What information can you share with others? What would you like to learn more about?

At the minimum, students should complete one journal entry for each class session. Some of the assignments will be included as part of the journal instead of separate homework assignments. Students will submit their journals on Canvas four times during the semester for assessment. Journal entries will be assessed using the following point values:

- What? = 1 point.
- So What? = 1 point + 1 point for each connection to a lecture or reading.
- Now What? = 1 point + 1 point for a concrete action plan or evidence of action taken.
- So, a total of 5 points are available for each reflection entry (5 points = "A" grade for the specific entry/it is not 5 points out of the 100 possible for the course).

In addition to the reflection component of the journal, homework assignments from the textbook will be included in your journal. Your completed assignments are to become part of your journal entry for the class session for which they are due, and will be graded when you submit your entire journal for grading. You will not be submitting them independently. When submitting your journal, is a running journal so the second submission will also include what you submitted for the first submission, and what you included in the first and second submission will also be included in your third submission.

- 2) First Assignment: Personal Goals Statement:** This introductory assignment is designed to help you think about why you are taking this course and how it connects with your overall learning goals for your degree program. Prepare a paper (at least 750 words) that identifies your personal goals for this course in specific and detailed terms. Include a description of how you plan to meet your goals that is specified in a weekly time schedule for this semester. If you want, you can set weekly goals and a time schedule. (Adapted from Weimer, 4.1.15). This assignment is part of your course journal.
- 3) Last Assignment: What Have You Learned From This Course:** Write a self-evaluation (at least 750 words) where you analyze how well you met your personal goals

for this course. If your goals changed, discuss how, and if unanticipated goals surfaced, describe what they were. End your paper by assigning yourself an overall grade based on your performance in the course. (Adapted from Weimer, 4.1.15). This assignment is part of your portfolio/journal.

- 4) **First Day Final:** The purpose of this exercise is to activate prior knowledge and provides students with a preview of what will be forthcoming. This exercise will also let students know where to focus their study efforts. On the first day, student will take a non-graded exam that consists of questions that are similar to a Final Exam, and then identify the questions they found the easiest and those they found to be most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong.
- 5) **Last Day Final:** The purpose of this exercise is for students to see what they've learned during the course. On the last day of the course, students will re-take the non-graded First Day Final that will also include what questions you found easiest and those that you found most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong.
- 6) **Entry Tickets:** The purpose of this exercise is to encourage students to review course materials that was recently covered in class. This activity serves to improve retention and recall. It also helps to ensure students come to class prepared (entry tickets), and that any misunderstandings are discovered before moving to new material (exit tickets). Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).
- 7) **Best Summary:** Students will individually prepare summaries of the main points at the end of specific content or a block of instructional content, a lecture, a video, or a reading assignment; and then work in learning groups to compare, evaluate, and rank order the summaries. This assignment will be done randomly during this course four times. The purpose of this exercise is for students to figure out what are the main learning points and their supporting ideas so they can remember them. For this assignment, students will be provided a handout with instructions. Students will complete the individual part, and then will be organized into groups. The group will rank order the summaries from the members of their group. Students will then report out, reading the top summary and stating their reasons for ranking it #1. The #1 summary will receive extra credit. This assignment cannot be made-up.
- 8) **Multiple-Task Checklist for Group Product Supply Chain Network Project:** This exercise provides a structured format for completing the group project. It allows the group to master each step in the series prior to moving forward to the next one. The three parts will be: 1-page overview of the relationship between the assigned product and country, 1-page overview of the total transportation alternatives that are available for the supply chain, and the currencies that will be involved, 1-page outline of the project. The

group will submit portions of their project that will be assessed for completeness and quality. Each submitted step will be scored: Complete/Incomplete, and High Quality/Average Quality/Low Quality.

- 9) **Individual: Future of International Trade:** Type an approximate 500-750 word 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? Include in your journal.
- 10) **Individual: Reverse Logistics Assignment:** Type an approximate 500-750 word report on the development of Reverse Logistics as part of a company's strategy for offering superior customer service. Include in your journal.
- 11) **Individual: Infrastructure Analysis:** In 300-500 words, 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. Include in your journal.
- 12) **Individual: Entry Strategy:** In 300-500 words, choose a product and country, and determine, from your understanding of the alternatives, which would be the best entry strategy. Include in your journal.
- 13) **Individual: INCOTERM Assignment:** Go to the International Chamber of Commerce web site at http://www.iccwbo.org/index_incoterms.asp and write a 300-500 word 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. Include in your journal.
- 14) **Individual: Vacation Currency Costs:** In a 300-500 word 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. Include in your journal.
- 15) **Individual: Factoring Exercise:** In a 300-500 word report on the steps involved in an international transaction that involves factoring. Include in your journal.
- 16) **Individual: Lloyds's of London:** In 300-500 words report on the history of Lloyd's of London. Include in your journal.
- 17) **Individual: Multi-Modal Transportation Carriers:** In 300-500 words report on a specific transportation carrier that is headquartered outside the United States: a railroad company, a trucking company or a freight forwarder. Include in your journal.
- 18) **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 300-500 word report that details the group's analysis and recommendations. Include in your journal.

- 19) Group: Vendor-Consumer Logistics Issue Analysis:** In a 300-500 word group 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. Include in the journal of each group member.
- 20) 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 its 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 300-500 word report that details the group's analysis and recommendations. Include in your journal.
- 21) 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 contain 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.
- 22) Individual: Port Security Measures:** In a 300-500 word report 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. Include in your journal.
- 23) Individual: Harmonized System of Classification:** In a 300-500 word 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). Include in your journal.
- 24) Group Global Supply Chain Project:** Each learning group 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 group 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(s)
Individual: Syllabus Confirmation and Understanding Assignment	0.50%	0.50
Individual Journal (1 st submission 15 pts., 2 nd submission 15 pts., 3 rd submission 15 pts.)	45%	45
Individual: Entry Ticket Exercise (x12, 0.50 points each)	6%	6
Individual: First Day Final & Last Day Final (NOT GRADED, counts as exercise participation [2 points each])	4%	4
Individual: Best Summary (4 for the course, 1 point each, best of rank order earns 0.50 extra credit point)	4%	4
Group: Multi-Task Checklist for Group Training Exercise (2 points for each step, 3 steps)	6%	6
Group: Bicycle Manufacturing Facility Placement	5%	5
Group: Global Supply Chain Network Project	29.5%	29.5
Individual – 59.5% Group – 40.5%	100%	100

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>
January 23	<ul style="list-style-type: none"> • Introduction to course. • First Assignment: Personal Goals Statement (Include in journal). • First Day Final (Graded as a participation exercise not as an exam). • Homework: Study Chapter 1: Introduction. • Homework: Study Chapter 2: International Supply Chain Management. • Chapter 1 Presentation. • Learning Group Selection (Join with 3-4 [5] other students to form a learning team).
January 30	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Homework: Study Chapter 3: International Logistics Infrastructure. • Individual Homework Assignment: Future of International Trade. Include in journal. • Individual Homework Assignment: Reverse Logistics Assignment. Include in journal. • Chapter 2 Presentation.
February 6	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Homework: Study Chapters 4 & 5: Methods of Entry into Foreign Markets and International Contracts. • Individual Homework Assignment: Infrastructure Analysis. Include in journal. • Chapter 3 Presentation.
February 13	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be

	<p>able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</p> <ul style="list-style-type: none"> • Homework: Study Chapters 6 & 7: Terms of Trade or Incoterms and Terms of Payment. • Individual Homework Assignment: Include in journal. • Chapters 4 & 5 Presentation.
February 27	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Homework: Study Chapters 8 & 9: Currency of Payment (Managing Transaction Risks) and International Commercial Documents. • Individual Homework Assignment: INCOTERMS. Include in journal. • Group Homework Assignment: Bicycle Manufacturing Facility Placement: PRESENTATION ON MARCH 13. • Chapters 6 & 7 Presentation. • DUE TODAY: POST YOUR JOURNAL ON CANVAS (Covering January 23 to February 13 class sessions, 10 points).
March 6	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Homework: Study Chapter 10 (International Insurance). • Individual Homework Assignment: Vacation Currency Costs. Include in journal. • Individual Homework Assignment: Factoring Exercise. Include in journal. • Chapters 8 & 9 Presentation.
March 13	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Homework: Study Chapter 11 (International Ocean Transportation). • Individual Homework Assignment: Lloyds's of London. Include

	<p>in journal.</p> <ul style="list-style-type: none"> ● Chapter 10 Presentation.
March 20	<ul style="list-style-type: none"> ● Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). ● Homework: Study Chapter 12 (International Air Transportation). ● Individual Homework Assignment: Backward Integration Global Supply Chain Strategy. Include in journal. ● Chapter 11 Presentation.
March 27	<ul style="list-style-type: none"> ● Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). ● Homework: Study Chapter 13 (International Land and Multimodal Transportation). ● Individual Homework Assignment: Forward Integration Global Supply Chain Strategy. Include in journal. ● Chapter 12 Presentation. ● DUE TODAY: POST YOUR JOURNAL ON CANVAS (Covering February 27 to March 20 class sessions, 10 points).
April 3	<ul style="list-style-type: none"> ● Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). ● Homework: Study Chapter 14 (Packaging for Export). ● Individual Homework Assignment: Multi-Modal Transportation Carriers. Include in journal. ● Chapter 13 Presentation.
April 10	<ul style="list-style-type: none"> ● Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). ● Homework: Study Chapter 15 (International Logistics Security). ● Homework: Study Chapter 16 (Customs Clearance).

	<ul style="list-style-type: none"> • Group Homework Assignment: Vendor-Consumer Logistics Issue Analysis. Include in journal. • Chapter 14 Presentation.
April 17	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Homework: Study Chapter 17: Using International Logistics for Competitive Advantage. • Individual Homework Assignment: Port Security Measures. Include in journal. • Individual Homework Assignment: Harmonized System of Classification. Include in journal. • Chapters 15 & 16 Presentation.
April 24	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 17 Presentation.
May 1	<ul style="list-style-type: none"> • Group Global Supply Chain Presentations & Papers due • DUE TODAY: POST YOUR JOURNAL ON CANVAS (Covering March 27 to April 24 class sessions, 10.5 points).
May 8	<ul style="list-style-type: none"> • Group Global Supply Chain Presentations & Papers due