

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-318

Course Title: Import-Export Management

(3 Units, 45 hours)

Course Start Date: January 21, 2020 **Course End Date: May 6, 2020**

Time: Wednesday, 1530-1815 hours (3:30 pm to 6:15 pm)

Course Description:

BA 318 – Import-Export Management

Consideration of procedures and transactions involved in the import-export business. Practical financial, legal, transportation and technical aspects are considered. (3 units) *Prerequisite: BA 110 or BA 302, BA 310 or BA 315 (Course Level: Mastery 2 [M2]).*

Instructor's Student Learning Goals & Outcomes for the Course:

Students working individually and collaboratively in small learning groups will have multiple opportunities to effectively demonstrate and use their knowledge of global supply chain management techniques and policy concepts from this course.

Instructor's Course Learning Goals:

1. Students will be able to increase their ability to link theory with practice, and develop the knowledge of how to use import and export concepts to plan, structure, and manage global supply chain networks.
2. Students will be able to conduct strategic research by being able to identify, collect, verify, and analyze data related to global supply chain policies, costs, and strategies.
3. Given a hypothetical business scenario involving a firm, students will be able to work in a group and individually to select and recommend a detailed course(s) of action(s) for establishing a realistic workable global supply chain network.
4. Students will be able to determine the value of ethical conduct within a global supply chain network, and the problems and issues that are created as a result of unethical behavior in transnational, multinational, or international settings.
5. Students will be able to apply effective management concepts to manage organizational culture(s) within a global supply chain network.
6. Students will become professionally competent (knowledge, skills, abilities, attitude) in the field of global supply chain management to be employable within the industry.

Instructor's Course Learning Outcomes:

1. Students will steadily develop his or her self-confidence in their ability to assume responsibility, critically research, have a positive attitude toward import-export concepts, and use this ability to

- analyze a global supply chain network issue, and to present a professional, ethical, and persuasive written and oral report of his or her viewpoint.
2. Students will have the managerial skills to examine and evaluate the need for establishing or improving a global supply chain network, and the managerial skills to develop and implement an operational action plan that effectively and efficiently addresses their identified needs using industry standards.
 3. Students will exercise effective ethical leadership in managing diverse globalized work forces within a global supply chain network, and will provide leadership in his or her work with diverse individuals and firms providing complementary or supporting services to members of the supply chain.
 4. Students will have the managerial skills to effectively navigate a country's import or export rules and regulations in order to complete an import or export business transaction.

While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life; Lincoln's institutional goals, program, and course learning outcomes are a priority for our University, for you, and are my priority for this course. You should familiarize yourself with them using the links listed below. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

- MBA Program Learning Outcomes:
<http://lincolnuca.edu/academics/mbaintro#/academics/mbalearnoutcome>
- Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

Required Text, Supplemental Texts, Technology & Web Sites

Required Text (print, digital, rental):

David, P.

2017 International Logistics: The Management of International Trade Operations/ 5e.
Cicero Books, Ohio. ISBN-13: 978-0-9894906-4-1.

Paperback Cost: \$160, e-text \$80

Websites:

<http://www.cicerobooks.com>

Instructional Resource for English Writing Improvement (OPTIONAL and referenced in the text above as a resource):

Weiss, E.

2015. The Elements of International English Style. Routledge, NY. ISBN-13: 978-0765615725.

The LU Library collection has this book.

Recommended Supplemental Text Hardcover or Digital:

Clifton, Jim; Harter, Jim

2019 It's the Manager. Gallup Press. ISBN-13: 9781595622242.

Smartphone, Tablet, Notebook Computer Technology:

Organizational and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home. For most of us, we experience some degree of discomfort not having it with us. With that in mind, our class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone and routinely used for business and management.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling before being admitted back to class.

Using your personal devices for things that are unrelated to our coursework is not allowed unless we are on a class break. The instructor will take corrective action if this privilege is abused.

Instructor

Dr. Mike Guerra, Associate Professor of Business Administration & Leadership Studies

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu (you can e-mail me any time)

Course Specific Office Hours: Room 301, Wednesday (2:15 pm to 3:15 pm) by arrangement in advance

I've provided a brief instructor profile below because an important step in instructional design is for an instructor to establish professional credibility in the subject he or she is teaching for students taking a course, which I am trying to accomplish below.

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 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. Secretary of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, management audits, problem-solving, strategic, and organization development in NGOs, government, and a small number of 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, problem-based learning, ethics, training and performance policies, practices, and procedures.

Has extensive professional experience in domestic procurement, supply chain networking, operations, capital budgeting, policy development, organizational training and education systems, managerial accounting, management audits, and both contract and labor union negotiations (as a union negotiator and as a management representative). In addition, has extensive experience in domestic marketing strategy and limited experience in international marketing strategy relating mostly to the service industry, but have also participated in marketing activities (print, digital, B2B, B2C, C2C) related to products. Specifically, safety lighting products for commercial trucking and bio-feedback hardware and software (Heartmath) conducive to organizational performance. Additionally; have designed, implemented, and managed marketing, recruitment, and hiring programs for attracting new employees. Also, has extensive experience with designing, implementing, and managing employee compensation and professional development and training programs. Also, have designed, implemented, evaluated organizational employee performance evaluation systems linking them with promotional, compensation, retention, and succession strategies.

Professional Academic Experience: Has 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 other universities. 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 South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School (USF) of Management (it has been over 20+ years with USF). As a professional practitioner, have been involved in designing and delivering professional training programs and courses that received lower division undergraduate course credit since 1986.

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

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 US 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 blueprints 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.

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.

I have also designed this course so that you will have multiple learning opportunities to achieve the student learning outcomes for this course and those applicable to Lincoln's institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. From this syllabus, you will also see that you will receive feedback as your work toward completing and submitting a final version of your high point value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

Class Procedures

Before you arrive for a classroom session, you are responsible for reviewing 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. It is important for you to come to class prepared just as your employer expects you to arrive at work ready to take care of business!

Instructional methodology includes: Face-to-face lectures, class discussions, individual/team presentations, demonstrations, role-playing, an import-export game, 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 readily available in class will enhance your ability to contribute to class exercises and discussions.

As you can imagine, university level coursework requires significant work outside of the classroom. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you 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 and course materials.

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. 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. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

Classroom Management

Consider that a classroom is similar many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product –YOU the educated graduate. So, it should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this BA-318 course as being in a live management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- 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.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this

classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to develop an understanding of their place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.

- **Plagiarism Detection:** Lincoln University subscribes to Turnitin plagiarism prevention service, and you will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. Originality Reports WILL be available for your viewing.
- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement:** “This syllabus and schedule are subject to change in the event of extenuating circumstances.” If the syllabus is revised during the semester, all versions will remain available to you so you can track changes.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette:** Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].
- **Students with Disabilities:** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.
- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
 - Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose,

understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

- **Use of the LU Library:** This course requires students to complete course assignments using resources available through the Lincoln University Library.
- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

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.

- **Syllabus Confirmation and Understanding:** The syllabus can be downloaded from the LU website. Once you are able to register your e-mail with Turnit-In, 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.
- **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 lincolnucaf account for electronic submissions. **Group assignments must be posted by each member of the group who prepared the assignment to Turnit-In.**
- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines (pick one and be consistent) 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. There are also free templates at the MS Office Word website that you can download.
- **Late Assignments:** Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full 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. Once you reach 50% of the total point value for the assignment, you can still earn up to 50% of the point value for turning in any late assignments by the last day of class. For example, if the total points of an assignment were 5 points, you could still earn up to 2.5 points by submitting this late assignment by the last day of class.
- **Late Registration:** 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—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.

- **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 essentially a cross-cultural management 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. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.
- **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 goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Class Attendance Defined

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.

Assignments that do not require group 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.

You cannot make-up group assignments or in-class group activities if you are absent regardless of the reason since it is a group grade not an individual grade.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

Class attendance is taken only once for each class session at the beginning of class (first 15 minutes) using either coursework, textbook checks, or by a student's presence. My current practice is to have an entry ticket where you have the first 15 minutes of the class to answer a question related to the topic of the class session that should take you less than five minutes to complete. **I do not record late students after the first 15 minutes of class**, and you cannot complete the entry ticket after the first 15 minutes.

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.

Assignments & Coursework

Useful Definitions:

To understand what is required in your assignments, the following working definitions drawn from Wikipedia may be helpful (I choose Wikipedia not for academic rigor, but it is a site where you can easily look them up for yourself using "search"):

Critical Thinking: "The objective analysis of facts to form a judgement." This can also include analysis, synthesis, evaluation, and be able to distinguish fact from opinion.

Business Analysis: "Identifying the needs and determining the solutions to business problems."

Self-Reflection: "Reflect upon, and evaluate, his or her own experiences, memories, values and opinions in relation to a specific issue or topic."

Position Paper: "A report outlining someone's attitude, opinion, or intentions regarding a particular matter."

Annotated Summary Bibliography: “A bibliography that gives a summary of each of the entries. The purpose of the annotations is to provide the reader with a summary and an evaluation of each source. Each summary should be a concise exposition of the sources central idea(s) and give the reader a general idea of the source’s content.”

A Multinational Corporation: can also be referred to as a **multinational enterprise (MNE)**, a **transnational enterprise (TNE)**, a **transnational corporation (TNC)**, an **international corporation**, or a **stateless corporation**.^[3] There are subtle but real differences between these three labels, as well as multinational corporation and worldwide enterprise.

A Multinational Enterprise" (MNE): is the term used by international economist and similarly defined with the multinational corporation (MNC) as an enterprise that controls and manages production establishments, known as plants located in at least two countries.^[37] The multinational enterprise (MNE) will engage in **foreign direct investment (FDI)** as the firm makes direct investments in host country plants for equity ownership and managerial control to avoid some **transaction costs**.

Reflection Journal Definition Link:

https://www.niu.edu/facdev/_pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf

Northern Illinois University (2019).

Description of Assignments:

*****Note: In the Turnit-In system, I have turned on the feature so you can submit multiple versions of your assignment that will replace the previous one you uploaded until the due date. So, you can obtain feedback about your writing mechanics and plagiarism that you can use to revise your assignments and re-submit them. This feature will not work after the due date. It will only accept one late assignment submission.**

- 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 a number of homework assignments. Some homework assignments will be part of your journal instead of a separate homework assignment. These are the sections of the journal that you must include in your J1, J2, and J3 submissions in order to receive the maximum points/grade for the assignment:
 - a. **HOMEWORK:** Homework assignments that are to be completed in the journal (J1, J2, J3).
 - b. **PERSONAL REFLECTION:** A personal reflection for each class session related to the topic/subject covered in the class that day (J1, J2, J3).
 - c. **PERSONAL ACADEMIC PROGRESS REFLECTION:** A personal academic progress reflection summarizing your progress toward achieving your personal goals for the course and the institutional, program, and course learning outcomes for this course to date (J1 and J2).

This journal 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 plan for the future, which is an indicator of a student's capacity for life-long learning.

Your personal reflection on a class session 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?

Students will submit their journals using Turnit-In three times during the semester for assessment. Journal personal reflection entries (not assignment or academic progress entries) will be assessed on an A-F grade scale using the following point values for each class session:

- What? = 1 point.
- So What? = 1 points + 0.50 points = 1.50 points for a connection to a lecture or reading.
- Now What? = 1.50 points + 0.50 points = 2 points for a concrete action plan or evidence of action taken.
- So, a total of 2 points are available for each reflection entry (1.9 out of 2 points = "A" grade).

In addition to the reflection component of the journal, some of the homework assignments 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. For example, for a class on October 10 with a homework assignment, you would have a reflection entry as indicated above and your homework assignment. Each homework assignment in the journal is valued at 2 points and is graded on an A-F grade scale. So, there would be two things for that class session. **When submitting your journal, it 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.**

The last entry for your first and second journal submissions (J1 and J2) will be your personal reflection summarizing your academic progress to date. You do not need to have an academic progress reflection for each class session. Be careful that you do not confuse this with your personal reflection entry for your class session. They are two different things. This academic progress summary is valued at 2 points and is graded as CR/NC/PC.

An academic progress reflection title, and your reflection on your academic progress in this course is one that is based on your earned points/grades in Turnit-In or other any other

coursework where you have received feedback from me to date. You should reflect on to what degree are you working to achieve the personal goal(s) you identified in your personal goals statement assignment, and to what degree are you achieving the course's learning outcomes and objectives.

Example of a J1 submission:

- Personal Goals assignment.
- A journal entry for each class session required in J1 that starts with:
 - A title with the date of the class session (labeling by class session without the date will result in a reduction in 0.25 points).
 - Your answers to any homework assignments that were due in the class session. Make sure you use the title for the homework assignment. (not using the title will result in a reduction in 0.25 points per assignment).
 - Your personal reflection on the topic/subject directly to the coursework or class discussion of the class session. You must title your entry as a "Personal Reflection." Not using the correct title will result in a reduction in 0.25 points.
- A personal reflection summarizing your academic progress to date. This needs to include to what degree you are achieving your personal goals for this course, and to what degree are you achieving your institutional, program, and course student learning outcomes.

J1 Point Distribution (**Due 2/26**):

- Personal Goals Statement Assignment: 2 points (CR/NC/PC scale)
- Journal Homework Assignments: 1 x 2 points (A-F scale)
- Personal Reflection of class session topic/subject: 2 x 5 = 10 points (A-F scale)
- Personal Reflection of your Academic Progress: 2 points (CR/NC/PC scale)
- Total points for J1 = 16 points.

J2 Point Distribution (**Due 4/8**):

- Journal Homework Assignments: 3 x 2 points = 6 points (A-F scale)
- Personal Reflection of class session topic/subject: 2 x 5 = 10 points (A-F scale)
- Personal Reflection of your Academic Progress: 2 points (CR/NC/PC scale)
- Total Points for J1 = 18 points (Not including J1 in your submission will result in a 1-point deduction).

J3 Point Distribution (**Due 5/6**):

- What Have I Learned From This Course Assignment = 2 points (CR/NC/PC scale)
- Journal Homework Assignments: 2 x 2 points = 4 points (A-F scale)
- Personal Reflection of class session topic/subject: 2 x 4 = 8 points (A-F scale)
- Total Points for J3 = 14 points (Not including J1 and J2 in your submission will result in a 1-point deduction).

- 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 150-200 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.**

Date Assigned: 1/22 **Date Due: J1**

- 3) **Last Assignment: What Have You Learned From This Course:** Write a self-evaluation (at least 150-200 words) where you analyze how well you met your personal goals; and student institutional, program and course learning outcomes 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 journal.**
Date Assigned: 1/22 **Date Due: J3**

- 4) **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. 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. Entry tickets will be used to track attendance (See attendance policy for this course). **This is a CR/PC/NC grade, you either did it or did not do it, and you need to turn it in within the 15-minute time-period to get credit.** This assignment cannot be made-up.

- 5) **Annotated Summary Bibliography:** You will need to prepare an Annotated Summary Bibliography related to specific topics in the field of import-export management, or in more modern terms, supply-chain networking that requires TWO entries. You need to select one of the following three topics for your bibliography: International Product Life-Cycle, Porter's Cluster Theory, or International Trade Drivers. You are required to use academic research sources that will require you to access the resources available to you through the LU Library. **You will need to include a summary of the source content, key arguments, proof/evidence mentioned in the work, methodology and/or theories, and the conclusion drawn by the source. You do not need to evaluate the work, you will be graded on an A-F grading scale, and it should be 1-2 typed pages in length. Submit your assignment to Turnit-In.** If you have trouble understanding what an annotated summary bibliography is you should first "google" the term, and if you continue to have trouble, please contact me as soon as possible.
Date Assigned: 1/22 **Date Due: 1/29**

- 6) **Individual: U.S.–Chinese Relations:** Based on their rivalry for world influence and on trade issues as postulated by Adam Smith and David Ricardo. In 200-300 words, if trade increases, will that reduce tensions that could result in armed conflict? **Include in your journal.**
Date Assigned: 1/29 **Date Due: J1**

- 7) **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 in the context of Chapter 2. For this assignment, modes of transportation and

transportation costs will not be part of the criteria. The team will create a persuasive poster or graphic explaining their decision, which will be presented to the class in a 7 minute or less presentation (0.10 point deduction for each full-minute over the time limit). The graphic can contain text labels, but it cannot contain lines of text. This is a visual exercise and designed for the group to convince or persuade the class to give them an “okay” to implement their decision. Consider that you are marketing your idea to the class. The group can use **one** PowerPoint slide to display their graphic or picture, a one-page poster, or draw a graphic on the easel board. The group should consider the marketing professionals use of 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.

Date Assigned: 3/25 **Date Due: 4/8**

- 8) **Individual: Entry Strategy:** In 250-400 words, choose a product and country, and determine, from your understanding of the alternatives, which would be the best entry strategy. You need to include at least two academic references. **Submit your assignment to Turnit-In.**

Date Assigned: 2/19 **Date Due: 3/4**

- 9) **Individual: Reverse Logistics Assignment:** Type an approximate 250-400 word report on the development of Reverse Logistics as part of a company’s strategy for offering superior customer service. You need to include at least two academic references. **Submit your assignment to Turnit-In.**

Date Assigned: 2/5 **Date Due: 2/19**

- 10) **Individual: Infrastructure Analysis:** In 250-400 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. You need to include at least two academic references. **Submit your assignment to Turnit-In.**

Date Assigned: 2/12 **Date Due: 2/26**

- 11) **Individual: INCOTERM Assignment:** Go to the International Chamber of Commerce web site at http://www.iccwbo.org/index_incoterms.asp and write a 200-300 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.**

Date Assigned: 2/26 **Date Due: J2**

- 12) **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. **Submit your assignment to Turnit-In.**

Date Assigned: 3/25

Date Due: 4/15

13) Individual: Vacation Currency Costs: In a 200-300 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.**

Date Assigned: 3/4

Date Due: J2

14) Individual: Factoring Exercise: In a 200-300 word report on your analysis and evaluation of the steps involved in an international transaction that involves factoring. **Include in your journal.**

Date Assigned: 2/26

Date Due: J2

17) Individual: Multi-Modal Transportation Carriers: In 250-400 words report on a specific transportation carrier that is headquartered outside the United States: a railroad company, a trucking company or a freight forwarder. **Submit your assignment to Turnit-In.**

Date Assigned: 3/25

Date Due: 4/8

18) Individual: Port Security Measures: In a 200-300 word report investigate and report on the specific security measures taken by a port of their choice that is located outside the United States and their effectiveness. Link the measures to the type of cargo transiting through that port. **Include in your journal.**

Date Assigned: 4/8

Date Due: J3

19) Individual: Harmonized System of Classification: In a 200-300 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.**

Date Assigned: 4/15

Date Due: J3

20) Individual: A Pitch for an Import/Export Product or Service Idea: You will plan to prepare a concise, convincing, and practiced marketing message about an import/export product or service that your classmates should be able to understand in the time it would you to ride in an elevator. It should contain a hook or theme and cannot exceed 60 seconds. You may have notes, but if you focus on reading your notes without looking at the person you are speaking to, your grade will be reduced by up to 50%. This assignment is designed to help you organize, assess and practice your communication and marketing skill sets when working with import/export concepts while experience some level of stress in a safe (classroom) environment. The goal or standard for this assignment is: Should you be invited for a follow-up conversation based on how convincing you were and the merits of your pitch? **1-5 students will be randomly selected in class in each class session to deliver his or her pitch between April 1 and April 29 —so be prepared!** This will be graded on an CR/PC/NC basis.

21) 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, production/operations costs, import/export regulations, and the transportation costs; and present the group's justification of their rationale for selecting specific methods. The team will have to support their decisions in a 10-15 page group paper using approved formatting and a PowerPoint slide presentation that they will present to the class. Students who do not participate in both parts of this exercise will not receive full credit for the assignment. For the presentation, everyone must participate, but some students can present longer than others. Remember that you are to present a persuasive presentation for the class. Evaluated on the A-F grading scale. For the PowerPoint presentation, each team will have up to 15 minutes for their presentation, and they will have a three-minute grace period for exceeding the time limit. After this grace period, there will be a 0.10 point deduction for each full minute exceeding the grace period. Keep in mind that the group earns up to four points for the presentation so make sure the group rehearses their presentation s they do not go over the time. **These two assignments are due at the last class session, and the typed report must be submitted to Turnit-In.**

Date Assigned: 3/25

Date Due: 5/6

Draft Copy of the Group's Supply Chain Project: Feedback will be provided so the group may improve their project before submitting their final copy on 5/5. **Submit to Turnit-In and graded as CR/NC.**

Date Assigned: 4/22

Date Due: 4/29

22) 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. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble understanding, please raises the issue during our class.

Grading

Turnit-In Grading System: It is important for you to review the comments section for each assignment you submit in Turnit-In. You do this by opening your assignment submission so you can view your work, then "click" the comment tab located to the right of your open document. You will then see my feedback along with your earned points/grade. I have been unable to enter points with decimal points in the point field at the top of the page so I enter the three numbers without the decimal point. For example, 2.45 points becomes 245 in the points for the assignment section—This does not mean you have earned 245 points. You need to view the comments section to see the actual points earned. By making this a practice, you can track your class progress.

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks:” What do I need to do to earn an ‘A’ grade?” This question can be answered in this class. Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

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 Work Institutional (ILO), MBA Program Student Learning Outcomes (PLO) & Instructor Course SLOs

See the below links for additional information on outcomes:

- MBA Program Learning Outcomes: <http://lincolnuca.edu/academics/mbaintro#/academics/mbalearnoutcome>

- Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

I/G Assignment (I = Ind., G = Group)	Course Grade Weighting	ILOs	PLOs	Course SLOs
I/Journal (x3 submissions, A-F grade scale)	48%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4
I/Entry Tickets (x12, 0.25 points each) (CR/PC/NC scale)	3.25%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3
I/Annotated Bibliography (A-F grade scale)	3%	1, 2, 7	1, 2, 3, 4, 5, 6	1
I/60 Second Import/Export Product/Service	2%	1, 2, 3, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3
I/Homework Assignments (Turnit-In Submissions, x4, 3 points each)	12%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4
G/Bicycle Manufacturing Placement Graphic Exercise	4%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4
G/Multiple Task Checklist for Group Project	2%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4
G/Draft Typed Global Supply Chain Project	1%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4
G/Typed Global Supply Chain Project	20.75%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4
G/Oral Group Supply Chain Project Presentation	4%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4

Course Grade Weighting:

Category	Percent	Point(s)
Individual Journal (1 st submission 16 pts., 2 nd submission 18 pts., 3 rd submission 14 pts.) that includes critical thinking assignments, self-reflections, and selected homework assignments. Points are calculated based on homework assignments, personal reflections, and personal academic progress reflections.	48%	48
Individual: Entry Ticket Exercise (x13, 0.25 points each)	3.25%	3.25
Individual: Homework Assignments (x4) Submitted to Turnit-In (3 points each)	12%	12
Individual: Annotated Bibliography Exercise	3%	3
Individual: 60 Second Import/Export Product/Service Idea Marketing Pitch	2%	2
Group: Bicycle Manufacturing Placement Graphic Presentation Exercise	4%	4
Group: Multiple Task Checklist for Group Project	2%	2
Group: Draft Typed Global Supply Chain Project	1%	1
Group: Typed Global Supply Chain Project	20.75%	20.75
Group: Oral Global Supply Chain Presentation	4%	4
Individual – 68.25% Group – 31.75%	100%	100

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 22	<ul style="list-style-type: none"> • Introduction to course and syllabus review. • Review of Institutional, MBA Program & Course Student Learning Outcomes. • Learning Group Assignment (4-5 other students to form a learning group). • First Assignment: Personal Goals Statement (Include in journal). • Individual Homework (Due at the start of class on 1/29): Read Chapter 1: International Trade. • Individual Homework (Post to Turnit-In by 1/29): Annotated Bibliography related to the field of Import-Export Management that requires TWO entries (See Assignment section above for details). You are required to use scholarly academic research databases that will require you to access the resources available to you through the LU Library. <u>Caution:</u> Internet searches through Google/Bing or others <u>will not</u> provide you with the graduate level data that you will need.
January 29	<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). • Individual Homework (Due at the start of class on 2/5): Read Chapter 2: International Supply Chain Management. • Class Session Topic: Chapter 1. • Individual Homework (Answer in your Journal and due with J1 submission): In a 150-250 word report, discuss U.S.–Chinese relations based on their rivalry for world influence and on trade issues as postulated by Adam Smith and David Ricardo. If trade increases, will that reduce tensions that could result in armed conflict? • Reminder: Annotated Bibliography due: Post to Turnit-In.
February 5	<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). • Class Session Topic: Chapter 2. • Individual Homework (Post to Turnit-In by 2/19): Reverse Logistics Assignment. • Individual Homework (Due at the start of class on 2/12): Read Chapter 3: International Infrastructure.
February 12	<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). • Class Session Topic: Chapter 3.

	<ul style="list-style-type: none"> • Individual Homework (Due at the start of class on 2/19): Read Chapter 4: International Method of Entry. • Individual Homework (Due at the start of class on 2/19): Read Chapter 5: International Contracts. • Individual Homework (Post to Turnit-In by 2/26): Infrastructure Analysis Assignment.
February 19	<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). • Class Session Topics: Chapters 4 & 5. • Individual Homework (Post to Turnit-In by 3/4): Entry Strategy Assignment. • Individual Homework (Due at the start of class on 2/26): Read Chapter 6: Terms of Trade or Incoterms Rules. • Individual Homework (Due at the start of class on 2/26): Read Chapter 7: Terms of Payment. • Reminder: Reverse Logistics Assignment due: Post to Turnit-In.
February 26	<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). • DUE TODAY: POST YOUR JOURNAL (J-1) ON TURNIT-IN (Covering January 22 to February 19 class sessions). • Class Session Topics: Chapters 6 & 7. • Individual Homework (Due at the start of class on 3/4): Read Chapter 8: Managing Transaction Risks. • Individual Homework (Due at the start of class on 3/4): Read Chapter 9: International Commercial Documents. • Individual Homework (Include in Journal as an Assignment): Incoterm Assignment. Due when J2 is submitted for review/grading. • Individual Homework (Include in Journal as an Assignment): Factoring Assignment. Due when J2 is submitted for review/grading. • Reminder: Infrastructure Analysis is due: Post to Turnit-In.
March 4	<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). • Class Session Topics: Chapters 8 & 9. • Individual Homework (Due at the start of class on 3/18): Read Chapter 10: International Insurance. • Individual Homework (Due at the start of class on 3/18): Read Chapter 11: International Ocean Transportation.

	<ul style="list-style-type: none"> • Individual Homework (Include in Journal as an Assignment): Vacation Currency Cost Assignment. Due when J2 is submitted for review/grading. • Reminder: Entry Strategy Assignment due: Post to Turnit-In.
March 18	<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). • Class Session Topics: Chapters 10 & 11. • Individual Homework (Due at the start of class on 3/25): Read Chapter 12: International Air Transportation. • Individual Homework (Due at the start of class on 3/25): Read Chapter 13: International Land & Multimodal Transportation.
March 25	<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). • Class Session Topics: Chapters 12 & 13. • Discussion of Group Supply Chain Network Project & Development. Multiple Task Checklist will be submitted on 4/15 to Turnit-In. • Individual Homework (Due at the start of class on 4/1): Read Chapter 14: Packaging for Export. • Individual Homework (Due at the start of class on 4/1): Read Chapter 15: International Warehouses & Distribution Centers. • Individual Homework (Post to Turnit-In by 4/8): Multi-Modal Transportation Carrier Assignment. • Group Homework (Presentation on 4/8): Bicycle Manufacturing Placement Graphic Exercise. • 60 Second I/E Pitch selection begins next week – so be prepared!
April 1	<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). • Class Session Topics: Chapters 14 & 15. • Individual Homework (Due at the start of class on 4/8): Read Chapter 16: International Logistics Security. • Individual Homework (Due at the start of class on 4/8): Read Chapter 17: Customs Clearance. • 60 Second I/E Pitch – 1-5 students will be randomly selected to deliver their pitch today, and 1-5 will be randomly selected through 4/29.
April 8	<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

	<p>entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</p> <ul style="list-style-type: none"> • Class Session Topics: Chapters 16 & 17. • Individual Homework (Due at the start of class on 4/15): Read Chapter 18: Supply Chain Operations - Inventory. • Individual Homework (Include in J3 Journal): Port Security Measures Assignment. • Reminder: Multi-Modal: Transportation Carrier Assignment due: Post to Turnit-In. • DUE TODAY: POST YOUR JOURNAL (J-2) ON TURNIT-IN (Covering February 26 to April 1 class sessions). • Group Presentation: Bicycle Manufacturing Graphic Exercise.
April 15	<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). • Class Session Topic: Chapter 18. • Individual Homework (Due at the start of class on 4/22): Read Chapter 19: Supply Chain Operations - Quality. • Individual Homework (Include in J3 Journal): Harmonized System of Classification Assignment. • Reminder: Group Multiple Task Checklist for Project is due: Post to Turnit-In.
April 22	<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). • Class Session Topic: Chapter 19. • Individual Homework (Due at the start of class on 4/29): Read Chapter 20: Developing a Competitive Advantage. • Group Work: Development of Group Project. A draft copy of the group project is due 4/29 and needs to be posted to Turnit-In. This draft will be scored as CR/NC and the group will be received feedback to help improve the final draft of their project that is due 5/6.
April 29	<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). • Class Session Topic: Chapter 20. • Reminder: Draft of Group Project is due: Post to Turnit-In.
May 6	<ul style="list-style-type: none"> • Group Strategic Management Business Case Presentations. • DUE TODAY: POST YOUR JOURNAL (J-3) ON TURNIT-IN (Covering April 8 to April 29 class sessions).

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| | <ul style="list-style-type: none">• Reminder: What Have You Learned Assignment is due: Include in Journal 3.• DUE TODAY: GROUP PROJECT POST ON TURNIT-IN & GROUP PRESENTATION.• Late Assignments NOT accepted after May 10, 2020. |
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