



## BUS\*6450 Global Business Today

Winter 2021

Cohort: 2019

MBA Graduate Program

Credit Weight: 0.50

### Course Details

#### **Calendar Description**

This course will survey the key issues related to doing business internationally, including the cultural context for global business, cross border trade and investment, ethics, the global monetary system, foreign exchange challenges and effectively competing in the global environment.

**Pre-Requisite(s):** None

**Co-Requisite(s):** None

**Restriction(s):** Lang Executive Programs students only

**Method of Delivery:** Online

**Course Website Access Date:** Monday, January 4, 2021

**Course Start Date:** Monday, January 11, 2021

**Course End Date:** Sunday, February 28, 2021

#### **Final Exam**

There is no final exam in this course.

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## Instructional Support

### Instructor

**Dr. Erna van Duren, Professor**

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**Office:** Building, Room MACS 224

Erna became a member of the School of Hospitality and Tourism in 2012 and was previously a faculty member in the Department of Management (2006-2012), as well as Food, Agriculture and Resource Economics (1990-2006). Her longstanding interest in food and resources stems from an early interest in food, politics and economics. She was part of the team that developed the University's first MBA and has taught and advised extensively at the graduate level. Erna has worked with industry associations and a variety of organizations on policy and economic analysis and strategy development. She has published a variety of cases, journal articles and research monographs, and has developed several distance learning courses and a textbook.

### Program Contact

**Catherine Statton (Director, Executive Programs)**

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**Telephone:** (519) 824-4120 Ext. 56607

**Office:** MacDonald Hall, Room 304

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## Learning Resources

### Required Textbook

**Title:** The New Silk Roads: The Present and Future of the World

**Author(s):** Frankopan, P.

**Edition / Year:** 2018

**Publisher:** New York: Alfred A Knopf

**ISBN:** 9780525656401

The textbook is provided and will be shipped to registered students in advance of the course start date.

## Cultural Compass

This course uses [Cultural Compass™](#) developed by Hofstede Insights. The Cultural Compass is a diagnostic that provides individualized feedback on your personal preferences and professional capacity to deal with differences among national cultures. The information on how to access the Cultural Compass is provided in Unit 01 Cultural Compass Activity in Unit 01 on the course website.

## Course Materials

This course will require the recording of a video presentation using PowerPoint and participation in an asynchronous discussion relating to other students' pre-recorded presentations.

This course will require the use or purchase of a microphone (external or internal) connected to your computer, or access to one in order to record a presentation, to complete the course activities and/or assessments. It is your responsibility to ensure that you have all of the required materials for the course. The quality of your voice recording does not need to be high, but it does need to be clear and audible.

Access to a webcam is optional.

## Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website four to five days per week to check for announcements, access course materials, and review the weekly schedule and assignment requirements. You can also activate the notification feature on the course website to receive Announcements and due date reminders via email.

<https://courselink.uoguelph.ca/>

## Ares

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120, ext. 53621

Email: [libres2@uoquelp.ca](mailto:libres2@uoquelp.ca)

Location: McLaughlin Library, First Floor, University of Guelph

## Learning Outcomes

### Course Learning Outcomes

By the end of this course, you should be able to:

1. Identify and discuss the key issues involved in conducting business in different countries and regions of the world;
  2. Use information and data to understand these issues by applying a conceptual model that enables development of measures and indicators representing business environments of different countries and regions;
  3. Understand your own cultural perspective and apply it critically;
  4. Research, develop, and communicate the application of the three learning outcomes listed above through an independent project on a selected country.
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## Teaching and Learning Activities

### Method of Learning

This course takes the perspective that the global business environment is changing significantly due to geopolitical realignments, environmental pressures, and ongoing disruptive technology developments along with many other factors. Some of those other factors are currently changing the global business environment more than anyone seems to have anticipated! Within this context, this course focuses on three themes:

- Making sense of a changing global business environment
- Using data effectively
- Communicating for impact

This course also provides examples of various approaches to communicating about these topics in an impactful way.

While no one country is truly representative of a given region, it is vital to focus on a few countries in order to delve deeper into the global business environment. This course will help you uncover the key issues and factors involved in conducting business in selected countries within specific regions of the world. Specifically, we focus on these five countries in the course:

- Canada
- United States

- China
- Iran
- European Union

In some instances, other countries will be used for comparison or relevance to specific topics. For example, Saudi Arabia and Venezuela will be discussed when it comes to the economics of oil. For your own projects, you also may choose other countries or regions to examine various factors of their business environment. A list of suitable topics will be posted in Unit 01.

To help you understand the business environment of selected countries and their drivers for competitiveness, this class provides you with a roadmap in the form of the Global Business Environment Framework, or GBE 6 Framework for short.

This framework comprises six sets of factors, which can also be understood as six sub-environments, including:

- Natural factors
- Social factors
- Technological factors
- Cultural factors
- Political factors
- Economic factors

## Course Structure

To help you build the capacity to lead and manage in the contemporary business environment, we divided the course conceptually into three phases:

- Build the foundation about the global business environment (Unit 01)
- Explore and engage with global economies (Units 02-06)
- Act on your knowledge by participating in the Global Business Fair, the major assessment required for this course (Unit 07)

In **Week 1**, we will focus on building the foundation for your learning in this course. The first unit of the course will introduce you to the **GBE 6 Framework**, a lens through which you will be able to explore and better understand the drivers of competitiveness in the global business environment.

Starting in **Week 2** and continuing through to **Week 6**, you will dive deeper into the business environments of five selected countries – **Canada, the United States, Iran, China, and the European Union**.

Once you have grasped the fundamental principles of the global business environment and examined the selected countries, you will be ready to step up to the application phase of your learning journey. In the last week of the course (**Week 7**), you will be

asked to apply your knowledge by participating in the **Global Business Fair**, the major assessment required for this course.

## What to Expect for Each Unit

This course was designed so that each unit has the same structure and uses a mix of learning activities to support you in meeting the learning outcomes for this course:

- **Unit lecturettes:** Each unit will include a lecturette. The instructor's commentary – which will focus on a topic particularly relevant to the country of focus in that unit – will provide more context or set further the parameters for your learning. You will likely want to watch the lecturette first.
- **Dive Deeper activity:** Once you have reviewed the lecturette, you can step up to the Dive Deeper activity, which involves a close reading of the assigned materials including scholarly articles, manuscripts, book chapters, and other materials. You can access all the required reading materials through **Ares**, an electronic reserve system.
- **Cultural Compass activity:** Following the reading, you will be asked to complete the Cultural Compass activity developed by Hofstede Insights. This is a helpful diagnostic that provides you with individualized feedback on your personal preferences and professional capacity to deal with differences among national cultures. It is important to complete this activity as the data you generate will be needed to participate in the discussions, as well as prepare successfully for the Global Business Fair.
- **Working with Data activity:** After you complete the Cultural Compass activity, you may proceed to the Working with Data activity. Participation in this activity is highly encouraged as these are not just opportunities for you to practice with these skills, but often the outcomes of the Working with Data activities are connected to other activities, such as the Open and Focused Discussions, and the Global Business Fair, the course's major assessment. In several units, you will be asked to create and then share Data Exhibits with your peers through discussions on the course website. Look for further details on how to contribute your data exhibit to the **Discussions in Unit 01**.
- **Steps to Global Business Fair:** As you progress through the course, you also will be scaffolded through a series of activities provided in units to prepare you for this assessment. So, make sure you engage in the unit activities to help you build the skillset needed to succeed in the Global Business Fair.
- **Open and Focused Discussions:** Each unit may have one or more discussions. The discussions are designed to help you organize work and share ideas and feedback on unit topics:
  - Units 01, 02, 04, and 06 will have OPEN discussions; while
  - Units 03 and 05 will have FOCUSED discussions

**Important:** No OPEN discussion areas are available for Units 03, 05, and 07.

These two types of discussions have specific aims and requirements, so make sure you review the specifications for those discussions in the Units on the course website and in the **Assessments** section of this Outline.

- **Groups:** Several aspects of this course require discussion within a group. In each of these situations, you will be assessed individually. However, you will be part of a group to which you will be assigned. Group membership will change by unit and the membership of any group will be determined by the course instructor using timetabling, topic suitability, and pedagogical criteria.

## Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

### Unit 01: Global Business Environment Framework

#### Week 1 – Monday, January 11 to Sunday, January 17

##### Readings

- **Textbook:** Frankopan, P. (2018). The new silk roads: The present and future of the world.
  - Chapter 1: The roads to the east
- **Ares:**
  - Hofstede Insights. (2019) National culture.

##### Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Complete Unit 01 Dive Deeper Activity
- Complete Unit 01 Cultural Compass Activity
- Complete Unit 01 Working with Data Activity

## Assessments

- **Unit 01 Steps to Global Business Fair: Select Topic via Surveys**  
Due: Sunday, January 17 by 11:59 p.m. ET
- **Participate in Unit 01 Open Discussion**  
Opens: Monday, January 11 at 12:01 a.m. ET  
Closes: Sunday, January 17 at 11:59 p.m. ET

## Unit 02: Applying the GBE 6 Framework to Canada

### Week 2 – Monday, January 18 to Sunday, January 24

#### Readings

- **Ares:**
  - Central Intelligence Agency (CIA). (2019). The world factbook: Canada.
  - World Bank Group. (2019). Economy profile Canada: Doing business 2020 indicators.
  - May, C., & Nölke, A. (2018). Ch. 1: The delusion of the global corporation: Introduction to the handbook. In A. Nölke and C. May (Eds.), *Handbook of the international political economy of the corporation* (pp. 1-28). Edward Elgar Publishing: Cheltenham, UK.
  - Campling, L., & Selwyn, B. (2018). Ch. 26: Value chains and the world economy: Genealogies and reformulations. In A. Nölke and C. May (Eds.), *Handbook of the international political economy of the corporation* (pp. 416-434). Edward Elgar Publishing: Cheltenham, UK.

#### Activities

- Complete Unit 02 Dive Deeper Activity
- Complete Unit 02 Cultural Compass Activity
- Complete Unit 02 Working with Data Activity

#### Assessments

- **Steps to Global Business Fair: Conduct Research for Your Global Business Fair Project**
- **Participate in Unit 02 Open Discussion**  
Opens: Monday, January 18 at 12:01 a.m. ET  
Closes: Sunday, January 24 at 11:59 p.m. ET

## Unit 03: Applying the GBE 6 Framework to the United States

### Week 3 – Monday, January 25 to Sunday, January 31



## Readings

- **Textbook:** Frankopan, P. (2018). The new silk roads: The present and future of the world.
  - Chapter 2: The roads to the heart of the world
- **Ares:**
  - CIA. (2019). The world factbook: United States
  - World Bank Group. (2019). Economy profile United States: Doing business 2020 indicators.
  - Woodard, C. (2014). Up in arms. *Tufts Now*.
  - Obstfeld, M., & Taylor, A. M. (2017). International monetary relations: Taking finance seriously [NBER Working Paper series]. National Bureau of Economic Research: Cambridge, MA.
  - White House Office of Trade and Manufacturing Policy. (2018). How China's economic aggression threatens the technologies and intellectual property of the United States and the World [Report].

## Activities

- Complete Unit 03 Dive Deeper Activity
- Complete Unit 03 Cultural Compass Activity
- Complete Unit 03 Working with Data Activity

## Assessments

- **Steps to Global Business Fair: Continue Research for Your GBF Project**
- **Participate in Unit 03 Focused Discussion**
  - Post your Data Exhibit to **Discussions** by Thursday, January 28 by 11:59 p.m. ET
  - Post your original message to **Discussions** by Thursday, January 28 at 11:59 p.m. ET
  - Respond to your peers in **Discussions** by Sunday, January 31 at 11:59 p.m. ET

## Unit 04: Applying the GBE 6 Framework to Iran and Outline for Global Business Fair

### Week 4 – Monday, February 1 to Sunday, February 7

## Readings

- **Textbook:** Frankopan, P. (2018). The new silk roads: The present and future of the world.

- Chapter 4: The roads to rivalry
- **Ares:**
  - CIA. (2019). The world factbook: Iran
  - World Bank Group. (2019). Economy profile Iran: Doing business 2020 indicators
  - Astrov, V., Ghodsi, M., Grieveson, R., & Stehrer, R. (2018). The Iranian economy: Challenges and opportunities [Research Report No. 429]. The Vienna Institute for International Economic Studies: Vienna, Austria.
  - Hassan, M. K., & Hippler, W. J. (2014). Entrepreneurship and Islam: An overview. *Econ Journal Watch*, 11(2), 170-178.
  - Forrer, J. (2017). Economic sanctions: Sharpening a vital foreign policy tool [Issue Brief]. Atlantic Council: Washington, DC

### Activities

- Complete Unit 04 Dive Deeper Activity
- Complete Unit 04 Cultural Compass Activity
- Complete Unit 04 Working with Data Activity

### Assessments

- **Steps to Global Business Fair: Submit Your Global Business Fair Outline**  
(via **Dropbox**)  
Due: Sunday, February 7 by 11:59 p.m. ET
- **Participate in Unit 04 Open Discussion**  
Opens: Monday, February 1 at 12:01 a.m. ET  
Closes: Sunday, February 7 at 11:59 p.m. ET

## Unit 05: Applying the GBE 6 Framework to China

### Week 5 – Monday, February 8 to Sunday, February 14

#### Readings

- **Textbook:** Frankopan, P. (2018). The new silk roads: The present and future of the world.
  - Chapter 3: The roads to Beijing
- **Ares:**
  - CIA. (2019). The world factbook: China

- World Bank Group. (2019). Economy profile China: Doing business 2020 indicators.
- Beeson, M. (2016). Environmental authoritarianism and China. In T. Gabrielson, C. Hall, J. M. Meyer, and D. Schlosberg (Eds.), *The Oxford handbook of environmental political theory*. Oxford University.
- Witt, M. A. (2018). Ch. 11: Asian business systems. In A. Nölke and C. May (Eds.), *Handbook of the international political economy of the corporation* (pp. 167-180). Edward Elgar Publishing: Cheltenham, UK.

### Activities

- Complete Unit 05 Dive Deeper Activity
- Complete Unit 05 Cultural Compass Activity
- Complete Unit 05 Working with Data Activity

### Assessments

- **Steps to Global Business Fair: Continue Research for Your GBF Project**
- **Participate in Unit 05 Focused Discussion**  
 Post your Data Exhibit to **Discussions** by Thursday, February 11 by 11:59 p.m. ET  
 Post your original message to **Discussions** by Thursday, February 11 at 11:59 p.m. ET  
 Respond to your peers in **Discussions** by Sunday, February 14 at 11:59 p.m. ET

## Unit 06: Applying the GBE 6 Framework to the European Union

### Week 6 – Monday, February 15 to Sunday, February 21

#### Readings

- **Textbook:** Frankopan, P. (2018). The new silk roads: The present and future of the world.
  - Chapter 5: The roads to the future
- **Ares (Required):**
  - CIA. (2019). The world factbook: European Union
  - Europe.eu. (2019). Life and business in the EU.
- **Ares (Supplementary):**
  - CIA. (2019). The world factbook: Germany
  - CIA. (2019). The world factbook: France

- CIA. (2019). The world factbook: Italy
- CIA. (2019). The world factbook: United Kingdom
- CIA. (2019). The world factbook: Netherlands
- CIA. (2019). The world factbook: Poland
- World Bank Group. (2019). Economy profile Germany: Doing business 2020 indicators
- World Bank Group. (2019). Economy profile France: Doing business 2020 indicators
- World Bank Group. (2019). Economy profile Italy: Doing business 2020 indicators
- World Bank Group. (2019). Economy profile United Kingdom: Doing business 2020 indicators
- World Bank Group. (2019). Economy profile Netherlands: Doing business 2020 indicators
- World Bank Group. (2019). Economy profile Poland: Doing business 2020 indicators

### **Activities**

- Complete Unit 06 Dive Deeper Activity
- Complete Unit 06 Cultural Compass Activity
- Complete Unit 06 Working with Data Activity

### **Assessments**

- **Steps to Global Business Fair: Continue Research for Your GBF Project**
- **Participate in Unit 06 Open Discussion**  
 Opens: Monday, February 15 at 12:01 a.m. ET  
 Closes: Sunday, February 21 at 11:59 p.m. ET

## **Unit 07: Global Business Fair (GBF) Project**

### **Week 7 – Monday, February 22 to Sunday, February 28**

#### **Readings**

- No readings this week

#### **Assessments**

- **A. Submit Your Presentation for the Global Business Fair (via Discussions)**  
Due: Friday, February 26 by 5:00 p.m. ET  
**Important:** You will be assigned to a discussion group.
- **B. Review Presentations for the Global Business Fair (via Discussions)**  
Opens: Friday, February 26 at 7:00 pm ET  
Closes: Sunday, February 28 at 11:59 pm ET  
**Important:** You will review the presentations that have been posted in your discussion group and participate in an online dialogue.
- **C. Participate in Group Discussions (via Discussions)**  
Opens: Saturday, February 27, 7:00 am ET  
Closes: Sunday, February 28 at 11:59 pm ET

## Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

**Table 1: Course Assessments**

Assessment Item	Weight	Learning Outcomes
Open Discussions <ul style="list-style-type: none"> <li>• Unit 01 = 6%</li> <li>• Unit 02 = 6%</li> <li>• Unit 06 = 6%</li> </ul>	18%	1, 2, 3
Focused Discussions <ul style="list-style-type: none"> <li>• Unit 03 = 20%</li> <li>• Unit 05 = 20%</li> </ul>	40%	1, 2
Steps to Global Business Fair <ul style="list-style-type: none"> <li>• Unit 04 Outline</li> </ul>	6%	1, 2, 3, 4
Global Business Fair <ul style="list-style-type: none"> <li>• Power Point Presentation (24%)</li> <li>• Short narrated presentation (6%)</li> <li>• Discussion (6%)</li> </ul>	36%	1, 2, 3, 4
<b>Total</b>	<b>100%</b>	

## Assessment Descriptions

### Open Discussions

Open Discussion activities are designed to provide you with ample opportunities to build a learning community with your classmates and share your knowledge and opinions with each other. Units 01, 02, and 06 have OPEN discussions for a variety of topics, including getting organized, practicing and exchanging work, and testing ideas related to unit activities and the Global Business Fair project.

Each Unit's open discussion has three discussion topics or "threads") related to each of the unit activities: 1. Cultural Compass, 2. Working with Data, and 3. Steps to Global Business Fair.

You must post in each of the three threads in each of the graded Open Discussion in Units 01, 02, and 06. To earn the maximum mark for participating in a Unit's Open Discussion, you will need to:

- Make an opening post under each of the three threads
- Engage in discussion with at least three other students in your discussion group (this can be for any thread)
- Make a post under at least one of the three threads

You may discuss any subject, issue, or problem that arises from the readings, learning activities, or current events under the relevant thread. Please be clear and concise, and if you are making a reference to a reading, current event, or aspects of activity, use a working hyperlink.

For this discussion, and all discussions, please review the relevant rubric since it will contain additional guidance, and remind you of word count restrictions.

### Focused Discussions

Units 03 and 05 have FOCUSED Discussions. These discussions have specific aims and requirements, which are discussed more fully in respective units. Both Focused Discussions will be done in discussions groups in which you will be placed.

During the time that any discussion is active, you will be able to find out the members of your group, by selecting **Groups** from the **Tools** dropdown menu and then the appropriate Unit discussion.

Each focused discussion is worth 20 points, which will be converted to 20% of your final grade.

### Steps to Global Business Fair

The purpose of the **Steps to Global Business Fair** is to help you build the skillset to succeed in the Global Business Fair assessment. These steps will also scaffold your work and help you prepare your exhibit for the fair event in Week 7. Below is a sequence of activities involved in the Steps to the Global Business Fair:

1. Select country for your exhibit (due at the end of Unit 01)
2. Begin research for your exhibit (during Units 02 and 03)
3. Prepare and submit your project outline (due at the end of Unit 04)  
This activity is GRADED.
4. Continue research for your exhibit (during Units 05 and 06)

In Week 4, you will be required to submit an **outline**. The details are provided in Unit 04.

### **Global Business Fair Project**

The Global Business Fair Project is a major assessment of the course. It will take the form of narrated Power Point presentation. This assessment is an online exhibition for which each of you will present an exhibit – created and narrated in Power Point – that aims to educate others about a country’s global business environment. Many of you will want to consider using a representative industry or a type of business or organization to focus your presentation.

Each student will be an “exhibitor” (i.e., presenter) and an “attendee” (i.e., discussion participant) at the Global Business Fair, which will take place during Unit 07.

This assessment includes FOUR components:

1. Prepare and submit presentation slides (due on the Friday of Week 7)
2. Participate discussions about the presentations – on the Saturday and Sunday of Week 7, the last week of the course.

For specific details and instructions on Global Business Fair, please refer to **Unit 07 Global Business Fair** on the course website.

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## Course Technologies and Technical Support

### **CourseLink System Requirements**

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

### **Microsoft Teams System Requirements**

1. An internet connection – broadband wired or wireless (3G or 4G/LTE);
2. Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth;
3. A webcam or HD webcam - built-in or USB plug-in;

4. Supported mobile platforms: Android 4.4 or later and iOS 10.0 or later.

## Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install the software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

## Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

### CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

### Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

### Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

## Course Specific Standard Statements



## Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

## Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.
- **Online Meetings:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor and are booked on a first come first served basis.

## Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;

- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

## Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support.

<https://support.opened.uoguelph.ca/contact>

## Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 33.33% per day after the deadline for the submission of the assessment.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

## **Obtaining Grades and Feedback**

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline if the assignment was submitted on time. Once your assignments are marked, you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for one year following the end of your program.

Final grades will be available at the end of the semester. Students can access their final grade by logging into [WebAdvisor](https://webadvisor.uoguelph.ca) (using your U of G central ID).

<https://webadvisor.uoguelph.ca>

## **Rights and Responsibilities When Learning Online**

The course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

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## **Program Specific Standard Statements**

### **Equity, Diversity, and Inclusion**

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences.

We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

<https://www.uoguelph.ca/diversity-human-rights/human-rights-policy-and-procedures>

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## University Standard Statements

### University of Guelph: Graduate Policies

As a student at the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by. Consult the [Graduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

### Email Communication

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

### When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor (or designated person such as a teaching assistant) **in writing**, with your name, ID number and email contact.

Review the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

### Drop Date

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule of Dates section of the Graduate Calendar. [Review the Graduate Calendar for regulations and procedures for Dropping Courses](#).

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

## Copies of Out-of-Class Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

## Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on the respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability, should contact Accessibility Services as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

[accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca)

<https://wellness.uoguelph.ca/accessibility/>

## Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

The [Academic Misconduct Policy](#) is detailed in the Graduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

## Copyright

Content within this course is copyright protected. Third-party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without a proper license

or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party website or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

[http://www.lib.uoguelph.ca/sites/default/files/fair\\_dealing\\_policy\\_0.pdf](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf)

## Grades

The assignment of grades at the University of Guelph is based on clearly defined standards that are published in the Graduate Calendar for the benefit of faculty and students. In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades and will use the following definitions for each of the numerical grade range (letter grades):

**Table 2: Grade Interpretation**

Percentage Grade	Letter Grade	Description
90-100	A+	<b>Outstanding.</b> The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
80-89	A- to A	<b>Very Good to Excellent.</b> The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
70-79	B	<b>Acceptable to Good.</b> The student demonstrated an adequate to a good understanding of the course material at a level of performance sufficient to complete the program of study.
65-69	C	<b>Minimally Acceptable.</b> The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.

Percentage Grade	Letter Grade	Description
0-64	F	An inadequate performance.

Further information on the [Grades Schedule](#) and [Grade Interpretation](#) can be found in the Graduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-as-gradesch.shtml>

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-as-gradeint.shtml>

## Graduate Student Responsibilities

From the choice of Advisor, choice of a research project and through to degree completion, graduate students must recognize that they carry the primary responsibility for their success. The responsibilities assigned to Advisors, Advisory Committees and Departments provide the framework within which students can achieve success. Students should take full advantage of the knowledge and advice that the Advisor and Advisory Committee have to offer and make an effort to keep the lines of communication open. The [Graduate Student Responsibilities](#) are in the Graduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

## General Regulations

Graduates students are expected to be familiar with the [General Regulations](#) in the Graduate Calendar, including those related to university-wide policies on admission, registration, graduation, theses, fees and other subjects of importance to graduate students.

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

## Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## COVID-19 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the University's [COVID-19 website](#) and circulated by email.

The University will not normally require verification of illness (doctor's notes) for Fall 2020 or Winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.