

San José State University

**College of Business
School of Management
College of Business
School of Global Innovation and Leadership
Business 162
International Management
Section: 1
Semester: Fall
Year: 2017**

Instructor:	Thomas A. Shirley
Office Location:	Business Tower (BT) 557
Email:	thomas.shirley@sjsu.edu (Preferred)
Office Hours:	Tuesday 1:00 PM to 2:45 PM (By Appointment) or when convenient for student and professor or via Phone (By Appointment)
Class Days/Time:	MoWe 9:00 AM - 10:15 AM
Classroom:	BBC 326
Prerequisites:	100W or 100WB
GE/SJSU Studies Category:	Not Applicable

Faculty Web Page

<http://www.sjsu.edu/people/thomas.shirley/>

Course Description

This course covers management, functions and business practices in an international context and compares them from various political and cultural perspectives, with an emphasis on what managers need to be aware of in order to perform in the international environment.

I am committed to advancing and disseminating knowledge on international

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management. I believe that well-prepared and well-informed managers in the future will need to understand and appreciate the contexts of the global business environment and specific management challenges associated with it. The most successful managers will also understand the benefits to firms, governments, and society of ethical, productive, value-creating actions taken by managers of private-, public- and third-sector organizations around the world.

Course Objectives:

1. Understand and assess the drivers and consequences of globalization, its impact on specific regions, and the emerging concerns about its influences on countries around the world
2. Compare and contrast different political, legal, and economic systems and technological forces and their impact on international management
3. Understand and appreciate the need for ethics and social responsibility in international management, and the growing pressures on firms to act in an ethically and socially responsible manner in their global business operations
4. Describe and apply the concept of “national culture” and, using the typologies of Hofstede and Trompenaars, explain how the culture of one group of people can be distinguished from that of another, and the implications of these differences for international management
5. Explain and understand the challenges of managing across cultures
6. Understand the relationship between national culture and organizational culture, integrate those concepts within the context of international management decision-making, and appreciate the challenges of diversity in the modern work environment
7. Describe the challenges to and apply the most important elements of effective cross-cultural negotiation and communication
8. Integrate and apply the basic elements of international strategic management, including the pressures and cost/benefits of strategies that emphasize global integration versus local adaptation; describe the specialized strategies required for emerging economies and for international new ventures
9. Compare and contrast the modes of entry and the basic choices for organizing firms involved in international business and describe the conditions under which specific entry modes and organizational structure are most effective
10. Describe methods used to analyze and assess political risk and how MNCs apply those methods as they attempt to manage the level of political risk in developed and developing countries, appreciate the broader efforts firms make to manage their relations with host governments, and discuss the various options for managing alliances and joint ventures, especially those in which host governments are involved
11. Explain and apply the mechanisms for ensuring effective control and decision-making in international organizations
12. Understand the tools and techniques used to provide motivation and incentives for employees across cultures, including compensation, benefits, work teams, and other approaches
13. Understand the importance of leadership to international management, including the role of different leadership types and practices and the importance of

- entrepreneurial and ethical and socially responsible leadership
14. Understand and describe the practices for recruiting, selecting, training and deploying employees internationally, including the challenges of expatriate placement and repatriation
 15. Gain in-depth country expertise
 16. Integrate and apply the learning via case studies and country studies to prepare for real life application
 17. Improve written and oral presentation skills through various written projects, oral presentation and class participation
 18. Demonstrate learning through examinations
 19. Become familiar with basic business research tools, such as library databases, as well as country reports.

College of Business Program Goals

1. Goal One: Business Knowledge
 - Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.
2. Goal Two: Communication
 - Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.
3. Goal Three: Ethical Awareness
 - Recognize, analyze, and articulate solutions to ethical issues that arise in business.
4. Goal Four: Leadership, Teams and Diversity
 - Comprehend the challenges and opportunities of leading and working in diverse teams and environments.
5. Goal Five: Critical Thinking
 - Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.
6. Goal Six: Innovation
 - Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Required Texts/Readings

Textbook

Title: International Management, Culture, Strategy and Behavior

Author: Fred Luthans and Jonathan P. Doh

Publisher: McGrawHill

Copyright: 2014 (9th Edition) [Hardcover, Softcover, International, or eBook]

ISBN-13: 9780077862442

NOTE: Students can get any edition from the 7th to 9th edition, including international, eBook, or other cheaper versions. Just be sure that the topics in the Table of Contents are the same as the ones we will cover in our class (see syllabus

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schedule). Paper or digital copies may also be available for rent (vs. purchase) through the university bookstore and vendors like Amazon.com, which will likely be less expensive.

Other Readings

Articles from online business magazines, newspapers, or academic journals may be added to supplement the textbook reading, as well as provide current, real-world examples of topics discussed in class.

Other equipment / material requirements

Canvas, the SJSU learning management system, will be heavily leveraged for communication, assignments, lecture presentations, quizzes, etc. Therefore, students need to set the system to automatically forward Canvas messages to their preferred regular email address. In addition, students need to be aware of the information and documents available in Canvas, before asking the professor.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Quizzes

There will be quizzes over the assigned reading due in the online learning management system BEFORE each class day's starting time.

Quizzes questions will cover basic concepts and terms to ensure students have read the assigned reading, so they are prepared to contribute to class discussions.

Quizzes will be objective questions in True/False and/or Multiple Choice format.

IMPORTANT: There will be **NO make up** quizzes for any reason.

Term Project

The Term Project requires students to work in a group, playing the role of junior analysts in a top consulting firm, analyzing a company. Details will be explained in class, and will be available on the course learning management system site.

Team Member Performance Expectations

Team members should be PRO-actively participating on teams, by communicating and taking initiative to contribute a fair share of the workload. Pro-active participation includes, but is not limited to:

- Consistently participating and contributing to end-of-class team meetings
- Coming to meetings well-prepared, i.e. having read the required chapters and done research for that stage of the project
- Completing deliverables in advance of agreed upon deadlines
- Communicating with team frequently, promptly, and with well-prepared information.
- Helping other team members with their part of the project.
- Treating other team members or classmates with courtesy and respect.

If an individual team member is not sufficiently contributing to the project, e.g. not attending and contributing to meetings, providing valuable input, late on deadlines, selecting only easy tasks, etc., other team members should talk to or email the professor directly as soon as possible. Do not wait until deadlines, since there this will provide little time for correction of behaviors.

Insufficient individual team member performance may directly negatively affect team members' project grades severely, e.g., 20 - 100 points off.

All individual team member presentation grades are pending feedback from other team members.

In summary, each individual team member needs to bring some exceptional value to the table. Otherwise, you are not contributing to the team's efforts.

Because communication skills are an essential to succeeding in business, your project will be evaluated not only for content but also for the clarity and precision of the writing. The clarity and quality of your communications skills will affect the grade you earn for the assignment so you should aim to proofread it carefully before submitting it. I also take into account the logic with which you develop an argument and the overall organization of the paper. The project paper you submit may exceed the guidelines, but I will take into consideration the 'contribution density'. An analysis that is long but says little will get a lower grade than one that makes the same points using fewer words. You should therefore take considerable care, once you have developed a draft, to ensure that you are not repeating yourselves and that there is nothing in your analysis that is superfluous.

I would like all papers to be 12 point Times New Roman, double-spaced with one inch margins all round.

Exams

Midterm and Final Exam (not cumulative)

ONLY verifiable emergency circumstances will be recognized by the instructor as a valid reason for a student to reschedule an exam.

A student having exams in courses that total nine or more units in one day may request an alternative exam date from one of his/her instructors at least three weeks prior to the last class meeting (if the student and instructor are unable to agree on rescheduling, the department chairperson shall negotiate an appropriate solution). Rescheduled exams should be taken during the make-up period.

Students who do not take the final examination during the scheduled time will ordinarily receive an "F" grade. If eligible and in VERY rare cases, a student may arrange with the instructor to receive an incomplete grade.

NOTE: It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

Class Participation

As in the real business environment, students will be expected to come to class prepared to contribute to class discussions. This means, reading and thinking through the key topics in the assigned reading. Students are not expected to be experts in the topics. The professor recognizes that students are taking the course to develop their understanding of these topics. However, they must have a basic understanding of the topics of the assigned readings. Only then can we have fruitful class discussions.

Most classes will involve group and individual exercises analyzing and discussing current real-world cases related to the reading assignment topics. This approach is designed to provide examples of the topics applied by companies or organizations to support the concrete understanding of the topics.

Class attendance is NOT required, since I only want students to attend who actually want to be there to learn. However, as with the real workplace, class team meetings are REQUIRED. This will allow for each team member to be readily accessible for formal and informal discussions with other team members at a convenient, pre-established time and location: regular class time. The professor will provide time for teams to meet at the end of each class. Please see the Team Member Performance Expectations under the Team Project section of this syllabus for detailed team project participation expectations. Also, I use class time not to go over the readings but to add to it and to provide you with the opportunity to have me clarify points you haven't understood, so you will likely do better if you come to class than if you don't. Moreover, if there is a discrepancy between what is written in the text or elsewhere and what I have said in class, the latter takes precedence. Also, project team members will be more conveniently accessible for formal and informal project-related discussions.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Late Assignments

All Assignments are to be completed or uploaded in the designated area in the learning management system by the due date and time. Assignments submitted within 24 hours after the due date and time will have 10% deducted, within 48 hours 20% deducted, and so on.

Grading Policy

NOTE: “Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--- registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Differently abled students should contact me if these evaluation procedures are not appropriate.

Grading Percentage Breakdown

Quizzes	20%
Mid-term Team Presentation	10%
Final Team Presentation	10%
Strategic Plan (Midterm 5% & Final 5%)	10%
Mid-term Exam	25%
Final Exam	25%
Total	100%

94% and above	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	F

Course Timeline with Class Schedule and Assignments

NOTE: The schedule is subject to change with fair notice via emails and class announcements.

Class Date	CLASS AGENDA / TOPICS	ASSIGNMENT (FOR NEXT CLASS DAY)
Wed., Aug. 23	<p>Discuss:</p> <ul style="list-style-type: none"> • Syllabus and class philosophy • Project • Team and Project Management <p>Introductions</p> <p>Establish Teams & Meet</p> <ul style="list-style-type: none"> • Exchange contact info. • Discuss an organization to study <ul style="list-style-type: none"> ○ First & Second Choices • Discuss a target country to study 	<p>Read:</p> <p>Monday:</p> <ul style="list-style-type: none"> • Chapter 4: The Meanings and Dimensions of Culture <p>Prepare:</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • Discuss an organization to study <ul style="list-style-type: none"> ○ First & Second Choices • Discuss a target country to study
Mon., & Wed., Aug. 28 & 30	<p>Monday: MIDTERM PROJECT PLAN DUE</p> <p>Take Quiz for & Discuss:</p> <p>Monday:</p> <ul style="list-style-type: none"> • Chapter 4: The Meanings and Dimensions of Culture <p>Wednesday:</p> <ul style="list-style-type: none"> • Project Launch • Decide on organizations to study <ul style="list-style-type: none"> ○ First & Second Choices • Decide on target country to study • Email professor: <ul style="list-style-type: none"> ○ Class & Section Numbers ○ Full (official) names of team members 	<p>Read:</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • Chapter 8: Strategy Formulation and Implementation (Global & Regional Strategies, Pgs. 283 - 286)

<p>Mon. & Wed. Sept. 4 & 6</p>	<p>Monday:</p> <ul style="list-style-type: none"> • NO CLASS: LABOR DAY <p>Take Quiz for & Discuss:</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • Chapter 8: Strategy Formulation and Implementation (Global & Regional Strategies, Pgs. 283 - 286) 	<p>Read:</p> <p>Monday:</p> <ul style="list-style-type: none"> • Chapter 9: Organizational Structures <p>Wednesday:</p> <ul style="list-style-type: none"> • Chapter 6: Organizational Cultures and Diversity • Trompenaars and Woolliams (2003) 4 Corp Cultures (Pgs. 365-366) • Broder-Singer (2015) Creating a Global Diverse Workforce Around the Globe (in Canvas > Files > Readings)
<p>Mon. & Wed., Sept. 11 & 13</p>	<p>Take Quiz for & Discuss:</p> <p>Monday</p> <ul style="list-style-type: none"> • Chapter 9: Organizational Structures <p>Wednesday:</p> <ul style="list-style-type: none"> • Chapter 6: Organizational Cultures and Diversity • Trompenaars and Woolliams (2003) 4 Corp Cultures (Pgs. 365-366) • Broder-Singer (2015) Creating a Global Diverse Workforce Around the Globe (in Canvas > Files > Readings) 	<p>Prepare Midterm Presentation (95% Draft)</p>

<p>Mon. & Wed., Sept. 18 & 20</p>	<p>Monday: MIDTERM PRESENTATIONS DUE (95% DRAFT)</p> <p>Monday:</p> <ul style="list-style-type: none"> • Due: Midterm Presentation (95% Draft) <ul style="list-style-type: none"> ○ Each team member's section should be 95% completed and uploaded into Canvas by class start time ○ Professor will review every slide of each team ○ Professor will provide answer to specific questions ○ Work on project in class as teams <p>NOTE: One team member uploads presentation for entire team BEFORE class start time</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • Project Presentation Workshop <ul style="list-style-type: none"> ○ Professor will review every slide of each team ○ Professor will provide answer to specific questions ○ Work on project in class as teams <p>ATTENDANCE MANDATORY!!! (Especially when other teams are presenting)</p>	<p>Prepare Midterm Team Presentations (Final Draft)</p>
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<p>Mon. & Wed., Sept. 25 & 27</p>	<p>MIDTERM TEAM PRESENTATIONS</p> <p>Monday:</p> <ul style="list-style-type: none"> • Team 1 • Team 2 <p>Wednesday:</p> <ul style="list-style-type: none"> • Team 3 • Team 4 <p>NOTE: One team member uploads presentation for entire team BEFORE class start time</p> <p>ATTENDANCE MANDATORY!!! (Especially when other teams are presenting)</p> <p>STUDY GUIDE: MIDTERM EXAM</p>	<p>Prepare Midterm Team Presentations (Final Draft)</p>
<p>Mon. & Wed., Oct. 2 & 4</p>	<p>MIDTERM TEAM PRESENTATIONS</p> <p>Monday:</p> <ul style="list-style-type: none"> • Team 5 • Team 6 <p>Wednesday:</p> <ul style="list-style-type: none"> • Team 7 • Team 8 <p>NOTE: One team member uploads presentation for entire team BEFORE class start time</p> <p>ATTENDANCE MANDATORY!!! (Especially when other teams are presenting)</p>	<p>Prepare for:</p> <p>Monday:</p> <ul style="list-style-type: none"> • Midterm Exam <p>Read:</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • Chapter 13: Leadership Across Cultures

<p>Mon. & Wed., Oct. 9 & 11</p>	<p>Monday: MIDTERM EXAM (Topics to date)</p> <ul style="list-style-type: none"> • In Regular Classroom on Laptops • On Canvas in Quizzes section • Download & Test Respondus Lockdown Browser • Borrow Laptops at CoB Student Success Center (BBC 008) <p>Wednesday:</p> <ul style="list-style-type: none"> • Chapter 13: Leadership Across Cultures 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 14: Human Resource Selection and Development Across Cultures • Maketo_First 100 Days of Intl Market Entry (Getting Your Team in Place parts of pages 9, 11, & 12)
<p>Mon. & Wed., Oct. 16 & 18</p>	<p>Monday: MIDTERM STRATEGIC PLAN DUE</p> <ul style="list-style-type: none"> • Each student writes about their own parts of the Midterm Presentation individually, and then put all individual parts together as one, integrated project team Strategic Plan paper. <p>NOTE: One team member uploads paper for entire team BEFORE class start time</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • Chapter 14: Human Resource Selection and Development Across Cultures • Maketo_First 100 Days of Intl Market Entry (Getting Your Team in Place parts of pages 9, 11, & 12) 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 11: Management Decision and Control
<p>Mon. & Wed., Oct. 23 & 25</p>	<p>Take Quiz for & Discuss:</p> <ul style="list-style-type: none"> • Chapter 11: Management Decision and Control 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 12: Motivation Across Cultures
<p>Mon. & Wed., Oct. 30 & Nov. 1</p>	<p>FINAL PROJECT PLAN DUE</p> <p>Take Quiz for & Discuss:</p> <ul style="list-style-type: none"> • Chapter 12: Motivation Across Cultures 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 7: Cross-Cultural Communication and Negotiation
<p>Mon. & Wed., Nov. 6 & 8</p>	<p>Take Quiz for & Discuss:</p> <ul style="list-style-type: none"> • Chapter 7: Cross-Cultural Communication and Negotiation 	<p>Read:</p> <p>Monday:</p> <ul style="list-style-type: none"> • Chapter 3: Ethics and Social Responsibility

<p>Mon. & Wed., Nov. 13 & 15</p>	<p>Take Quiz for & Discuss:</p> <ul style="list-style-type: none"> • Chapter 3: Ethics and Social Responsibility 	<p>Prepare Final Presentation (95% Draft)</p>
<p>Mon. & Wed., Nov. 20 & 22</p>	<p>FINAL PRESENTATIONS DUE (95% DRAFT)</p> <p>Monday:</p> <ul style="list-style-type: none"> • Due: Final Presentation (95% Draft) <ul style="list-style-type: none"> ○ Each team member's section should be 95% completed and uploaded into Canvas by class start time ○ Professor will review every slide of each team ○ Professor will provide answer to specific questions ○ Work on project in class as teams <p>NOTE: One team member uploads presentation for entire team BEFORE class start time</p> <p>ATTENDANCE MANDATORY!!!</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • NO CLASS (THANKSGIVING) 	<p>Monday:</p> <ul style="list-style-type: none"> • Prepare Final Presentation (95% Draft) <p>Wednesday:</p> <ul style="list-style-type: none"> • Prepare Final Team Presentations (Final Draft): <ul style="list-style-type: none"> ○ Team 5 ○ Team 6

<p>Mon. & Wed., Nov. 27 & 29</p>	<p>Monday:</p> <ul style="list-style-type: none"> ● Project Presentation Workshop <ul style="list-style-type: none"> ○ Professor will review every slide of each team ○ Professor will provide answer to specific questions ○ Work on project in class as teams <p>ATTENDANCE MANDATORY!!!</p> <p>Wednesday: FINAL TEAM PRESENTATIONS</p> <ul style="list-style-type: none"> ● Team 5 ● Team 6 <p>NOTE: One team member uploads presentation for entire team BEFORE class start time</p> <p>ATTENDANCE MANDATORY!!! (Especially when other teams are presenting)</p>	<p>Prepare Final Team Presentations (Final Draft)</p>
<p>Mon. & Wed., Dec. 4 & 6</p>	<p>FINAL TEAM PRESENTATIONS</p> <p>Monday:</p> <ul style="list-style-type: none"> ● Team 7 ● Team 8 <p>Wednesday:</p> <ul style="list-style-type: none"> ● Team 1 ● Team 2 <p>NOTE: One team member uploads presentation for entire team BEFORE class start time</p> <p>ATTENDANCE MANDATORY!!! (Especially when other teams are presenting)</p> <p>STUDY GUIDE: FINAL EXAM</p>	<p>Prepare for Final Exam</p>

Mon., Dec. 11	<p>FINAL TEAM PRESENTATIONS</p> <ul style="list-style-type: none"> • Team 3 • Team 4 <p>NOTE: One team member uploads presentation for entire team BEFORE class start time</p> <p>ATTENDANCE MANDATORY!!! (Especially when other teams are presenting)</p>	
Monday, Dec. 18, 7:15-9:30 AM!!!	<p>FINAL EXAM</p> <ul style="list-style-type: none"> • In Regular Classroom • On Canvas in Quizzes section • Download & Test Respondus Lockdown Browser • Borrow Laptops at CoB Student Success Center (BBC 008) <p>8 AM:</p> <ul style="list-style-type: none"> • Career Management: The Do's and Don'ts 	Prepare Strategic Plan
Thursday, Dec. 21, 11:59 pm	<p>FINAL STRATEGIC PLAN DUE</p> <ul style="list-style-type: none"> • Each student writes about their own parts of the Final Presentation individually, and then put all individual parts together as one, integrated project team Strategic Plan paper. • One team member uploads paper for entire team BEFORE class start time 	

Library Liaison

Ann Agee

408-808-2033

ann.agee@sjsu.edu

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not

publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Since I have had some issue in the past in some of my classes with incorrect citations and a couple were clearly plagiarism, I want to make it very clear what you should do to avoid any suspicion of plagiarism.

IMPORTANT: Plagiarism or even the suspicion of plagiarism can destroy your university and professional career.

AVOIDING PLAGIARISM:

Yes, you can use someone's words if you reference or cite the source, especially if they are definitions, quotes from experts, company slogans, etc. The trouble comes when you start to use someone else's words all throughout your paper. Pretty soon your paper looks like nothing but a bunch of quoted or copied and pasted words and phrases with a few of your own sentences connecting them. This does not represent very much intellectual work on your part. You have 'assembled' a paper rather than 'writing' one.

Some people set out to deliberately plagiarize, but I am not talking about them. I am talking about how you will get yourself into trouble by adopting the vocabulary words and phrases of an author, using them throughout your paper, and not thinking that you have to put quotation marks around each phrase or key word.

WHAT IS PLAGIARISM?

For your own academic and professional benefit, please review the following, easy to understand webpage on plagiarism:

<https://honorcouncil.georgetown.edu/whatisplagiarism>

Students should know the University's Academic Integrity Policy that is available at [http://www.sjsu.edu/studentconduct/Students/Student Academic Integrity Process](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process)

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Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be

available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

College of Business Policies:

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating:

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty:

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the

Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S07-2.