



Lincoln University

BA 413 – International Marketing COURSE SYLLABUS 2018

- Instructor:** Prof. Ken Germann, MBA, JD
Lecture Schedule: Monday/Wednesday Dates: 3/19-5/7/18 Times: 3:30-6:15 PM
Credits: 4 units: 3 units / 45 lecture hours + 1 unit individual research project
Level: Mastery 2 / Research (M2R)
Office Hours: Monday/Wednesday: 2:30-3:30 PM
e-mail: kgermann@lincolnuca.edu
Textbooks: **International Marketing**, 17/e, by Cateora, Gilly and Graham; McGraw-Hill Education, 2016. ISBN-13: 978-0077842161; ISBN-10: 0077842162
Last Revision: February 1, 2018

CATALOG DESCRIPTION

An analysis of international marketing principles and organizations, including design of operations and products to meet consumer preferences in various parts of the world. Included is a study of international forms of business organization in social, economic and cultural settings, as well as principles of international marketing management. (4 units).

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Students will understand the scope and challenges of international marketing	PLO 1	ILO 1b, ILO 2b	Homework, Written Group Project
2	Students will understand the changes in different economic, social and political systems	PLO 2	ILO 1b, ILO 2b, ILO 4b	Homework, Written Group Project
3	Student will be able to formulate relevant international marketing problem as well as design and implement research activities needed to solve this problem.	PLO 3	ILO 1b, ILO 6b	Oral Group Presentation
4	Students will be able to do research and develop a comprehensive marketing plan	PLO 6	ILO 4b, ILO 5b	Homework, Written Group Project

¹ 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).

PROCEDURES AND METHODOLOGY

This is a direct classroom instruction course.

Lecture method is used in combination with marketing case studies. The emphasis will be on learning by doing. Every student must participate in an intensive preparation and classroom activity.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

COURSE PROJECT

Every student in the class, working as a team, must design and implement a plan for developing a marketing plan for an existing company. Final project is due the next to the last class will be presented orally on the last day of class. The last day each group will do an oral presentation.

INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of independent study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work on the Individual Research Project will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original	The report lacks organization

	conclusion.		thesis.	
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted

PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

REQUIREMENTS

Continuous assessment is emphasized. Written assignments will be given every week. Reading, writing and “business case study” assignments will be scheduled throughout the course. Students must complete all assignments and take all exams on the dates scheduled. Plagiarism will result in the grade “F” and a report to the administration.

ATTENDANCE

Students are expected to attend each class session. If you cannot attend a class due to a valid reason, please notify the instructor prior to the class. There will be a make up assignment.

EXAMS

Both midterm and final exams are structured as written essays to answer the given questions. Examples to illustrate; and references to statute and case law are mandatory. Exams will cover all assigned chapters, any additional readings or supplementary materials covered in class.

GRADING

Class Participation		75 points
Case Studies		75 points
Mid-term exam		100 points
Final exam		100 points
Course Project:	Written 75	
	Oral 75	150 points
Individual Project:	Written 50	
	Oral 50	<u>100 points</u>
Total		600 points

564-600	A	444-461	C
540-563	A-	420-443	C-
522-539	B+	402-419	D+
504-521	B	379-401	D
480-503	B-	360-378	D-
462-479	C+	359 + below	F

COURSE SCHEDULE

Week	Topic
1	Overview and Trade
2	Foundations of Culture
3	Cultural Dynamics
4	Political Environment
5	Legal Environment
6	Marketing Research
7	Midterm Exam
8	Regional aspects of marketing: America
9	Regional aspects of marketing: Europe, Africa and Middle East
10	Regional aspects of marketing: Asian Pacific Region
11	Planning and Organization
12	Products and Services for Consumers and Businesses
13	Marketing Channels and Communications
14	Sales and Pricing for International Markets
15	Comprehensive Final Exam

COMMENTS

- Participation is required. What you put into the class will determine what you get out of it - and what others get out of it.
- Please come on time. Late arrivals disturb everyone else.
- If you miss a class, you are responsible for getting notes on the material covered from a

classmate.

- To avoid distracting noise in class, cellular phones must be turned off and silenced.
- Questions and comments during the class are welcome. Do not hesitate to ask questions.

MODIFICATION OF THE SYLLABUS

The instructor reserves the right to modify this syllabus at any time during the semester. Announcements of any changes will be made in the classroom.

INSTRUCTOR BIO

My first career was in operations for manufacturers. I worked as an expeditor, quality control inspector, junior chemist, front line supervisor and plant manager. I was lucky enough to be a poverty attorney during the “War on Poverty”. My third career was as a producer, director, script writer and actor for a murder mystery company. For the past thirty years I have had a consulting firm, specializing in management and marketing problems, both domestically and internationally.

Like many students, I pursued four degree programs while working full time. My passion is teaching. I have over thirty years of teaching graduate and undergraduate business classes. I have had the opportunity to work and travel to 193 countries.