


Course of Study-International Business Fundamentals (BBB4M)

1. Course Details

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| <p>Lawrence Park C.I.</p>  <p>TDSB</p> | <p>Teachers: K. Lau</p> <p>Faculty: Business</p> <p>Faculty Office Phone: 416.393.9500 Extension 20219</p> <p>Name of ACL: T. Boylan</p> <p>ACL Contact: Phone: 416.393.9500, Extension 20219 Email: tasha.boylan@tdsb.on.ca</p> <p>Textbook: The World of Business (for reference purposes)</p> | <p>Date revised: September 2015</p> <p>Course Name: Introduction to Business</p> <p>Course Code: BBB4M</p> <p>Prerequisite Course Code: None</p> <p>Credit Value: 1.0</p> <p>Essential Resource Materials: Computer access</p> |
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2. Overall Goals

Overall Expectations:
By the end of this course students will:

Business, Trade, and the Economy

- **By the end of this course, students will:**
- Demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business;
- analyse the impact of international business activity on Canada's economy;
- demonstrate an understanding of how international business and economic activities increase the interdependence of nations.

The Global Environment for Business:

- **By the end of this course, students will:**
- analyse ways in which Canadian businesses have been affected by globalization;
- demonstrate an understanding of the factors that influence a country's ability to participate in international business;
- assess the effects of current trends in global business activity and economic conditions.

Factors Influencing Success in International Markets:

- **By the end of this course, students will:**
- analyse the ways in which cultural factors influence international business methods and operations;
- assess the ways in which political, economic, and geographic factors influence international business methods and operations;
- identify and describe common mistakes made by businesses in international markets;
- evaluate the factors currently affecting the international competitiveness of Canadian businesses.

Marketing Challenges and Approaches, and Distribution:

- **By the end of this course, students will:**
- assess the challenges facing a business that wants to market a product internationally;
- compare the approaches taken by various companies to market their products internationally;
- demonstrate an understanding of the logistics of, and challenges associated with distribution to local, national, and international markets.

Working in International Markets:

- ***By the end of this course, students will:***
- analyse the ways in which ethical considerations affect international business decisions;
- assess the working environment in international markets;
- demonstrate an understanding of the process for crossing international borders as it relates to international business.

3. Learning Skills and Work Habits

Evaluated on Report Card as:
E (excellent); G (good); S (satisfactory); N (needs improvement)

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Students who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

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| Responsibility | <p>The Student:</p> <ul style="list-style-type: none"> - fulfils responsibilities and commitments within the learning environment; - completes and submits class work, homework, and assignments according to agreed-upon timelines; - takes responsibility for and manages own behaviour. |
| Organization | <p>The Student:</p> <ul style="list-style-type: none"> - devises and follows a plan and process for completing work and tasks; - establishes priorities and manages time to complete tasks and achieve goals; - identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks |
| Independent Work | <p>The Student:</p> <ul style="list-style-type: none"> - independently monitors, assesses, and revises plans to complete tasks and meet goals; - uses class time appropriately to complete tasks; - follows instructions with minimal supervision |
| Collaboration | <p>The Student:</p> <ul style="list-style-type: none"> - accepts various roles and an equitable share of work in a group; - responds positively to the ideas, opinions, values, and traditions of others; - builds healthy peer-to-peer relationships through personal and media-assisted interactions; - works with others to resolve conflicts and build consensus to achieve group goals; - shares information, resources, expertise and promotes critical thinking to solve problems and make decisions |
| Initiative | <p>The student:</p> <ul style="list-style-type: none"> - looks for and acts on new ideas and opportunities for learning; - demonstrates the capacity for innovation and a willingness to take risks; - demonstrates curiosity and interest in learning; - approaches new tasks with a positive attitude; - recognizes and advocates appropriately for the rights of self and others |
| Self-Regulation | <p>The student:</p> <ul style="list-style-type: none"> - sets own individual goals and monitors progress towards achieving them; - seeks clarification or assistance when needed; - assesses and reflects critically on own strengths, needs, and interests; - identifies learning opportunities, choices, and strategies to meet personal goals. |

4. Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

| Unit # | Culminating Tasks | Achievement Chart Focus | Timelines |
|---|--------------------|-------------------------|-----------|
| 1. Business, Trade, and the Economy | Unit Assessment(s) | K/I/C/A | Sept-Nov |
| 2. The Global Environment for Business | Unit Assessment(s) | K/I/C/A | Nov – Dec |
| 3. Factors Influencing Success in International Markets | Unit Assessment(s) | K/I/C/A | Dec-Feb |
| 4. Marketing Challenges and Approaches, and Distribution | Unit Assessment(s) | K/I/C/A | Feb-Mar |
| 5. Working in International Markets | Unit Assessment(s) | K/I/C/A | Mar-Apr |
| 6. Summative Project | | K/I/C/A | May-June |

4. Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

All students must take part in the culminating activities for each course at every grade level of study

| Summative Tasks | Achievement Chart Focus | Weighting |
|------------------|-------------------------|-----------|
| Business Project | K/I/C/A | 30% |

5. Achievement Chart

| Achievement Categories For Course Work (70%) | Description | Weighting |
|--|---|-----------|
| Knowledge/Understanding | <ul style="list-style-type: none"> - knowledge of facts and terms - understanding concepts, principles, and theories - understanding of relationships between concepts | 20 % |
| Thinking | <ul style="list-style-type: none"> - critical thinking skills(analyzing, detecting bias) - creative thinking (problem solving) - inquiry skills (formulating questions; conducting research; analyzing, interpreting, and evaluating information; drawing conclusions) | 15 % |
| Communication | <ul style="list-style-type: none"> - communication of information and ideas - use of visuals and technology – multimedia - oral communication (debates, discussions, listening skills, role-playing) - written communication (short essays, writing in role) | 15 % |
| Application | <ul style="list-style-type: none"> - application of concepts, skills, and procedures - transfer of concepts, skills, and procedures to new | 20 % |

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| | ideas - making logical conclusions or generalizations - making predictions and planning course of action | |
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6. Term Grades for Provincial Reports

Term Grades for Provincial Reports throughout the Year

The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.

Reporting Cycle

Reporting cycle 1: September 8th – October 30th
 Report Card – November 12th
 Reporting cycle 2: November 2nd– February 3rd
 Report Card – February 11th
 Reporting cycle 3: February 4th – April 1st
 Report Card – April 14th
 Reporting cycle 4: April 4th – June 30th
 Final Report Card pick up from July 4th – 10th
 Exam Review Days: June 27th (9 -11 am only)

7. Communication

In addition to class time, students can receive additional assistance from:

Subject teachers before/after school, during lunch hour or by appointment.
 Academic Support Centre - daily from 8:20 a.m. – 3:50 p.m. in room 048
 FIFI - Find It Finish It from 8:35 - 9:35 am on October 21st, January 20th, and June 8th.