

BBB4M - INTERNATIONAL BUSINESS FUNDAMENTALS

GENERAL INFORMATION

Course Title: International Business Fundamentals

Course Code: BBB4M

Grade: 12

Course Type: University / College Preparation

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)

Department: Business Studies

Course Developer: Brian Chen

Development Date: September 16, 2014

Revision Date: N/A

COURSE DESCRIPTION

The world has become a global marketplace. Every year increased amounts of product and services, ideas, money, and technology are transported throughout the world. The global business environment that exists in the world today influences every aspect of the economy, and indirectly affects the political and social stability of the world. Students will develop an appreciation for a wide variety of cultural differences in the global marketplace and its effects on international trade, and will develop an understanding of the global economy. They will learn how international business affects their daily lives, their surrounding communities, and their country, as well as their future career opportunities. This course will help students increase their level of understanding of international business, which will give them more options, allowing them to apply their business skills and interests with increased ease in the future.

OVERALL EXPECTATIONS

1. Business, Trade and Economy

- Analyse the impact of international business activity on Canada's economy;
- Demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business;
- Demonstrate an understanding of how international business and economic activities increase the interdependence of nations.

2. The Global Environment for Business

- 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.

3. Factors Influencing Success in International Markets

- 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.

4. Marketing Challenges and Approaches and Distribution

- 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.

5. Working in International Markets

- 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.

OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time
Unit 1	The Need for International Business	40 hours
Unit 2	The Global Economy and Environment	20 hours
Midterm Report Cards		
Unit 3	Factors Affecting International Success	20 hours
Unit 4	International Marketing	10 hours
Unit 5	Working in Established Multinationals	20 hours
	Total	110 hours
	Final Evaluation	3 hours

TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

Information & Socratic Videos
 Student Feedback Forms
 Reflective Journals
 Discussion Forums
 Business Storytelling
 KWL Charts
 Advertising Captions
 Social Media Websites
 Negotiation

Articulate Modules
 Presentations
 Further Thought Questions
 Scavenger Hunts
 Big Idea Videos
 Case Studies
 Role Play
 Strategy Reports
 International Business Plan

Check-Up Quizzes
 Web Research
 Peer Assessment
 Speech Writing and Delivery
 Sample Tests
 SWOT Analysis
 Audiocasts
 Business Letter/Memo Writing

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

We believe that the goal of assessment and evaluation is to support and enhance student learning. Our academic program exposes students to a variety of assessment and evaluation methods and techniques at all grade levels to encourage the development of critical thinking skills, creative problem solving and meaningful learning experiences.

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> • Reflective Journal Entries • Advertising Captioning • Quizzes • Scavenger Hunts • KWL Charts 	Student Product <ul style="list-style-type: none"> • Reflective Journal Entries • Advertising Captioning • Quizzes • Scavenger Hunts • KWL Charts • Social Media Websites • Pre-submission Reviews 	Student Product <ul style="list-style-type: none"> • Assignments • Tests • Exam • Reports • Essays • Presentations • Business Plans • Business Writing • SWOT Analysis • Audio/Video Files • Case Studies
Observation <ul style="list-style-type: none"> • Skype Sessions • Observation of Discussion Forum participation and submissions 	Observation <ul style="list-style-type: none"> • Class discussions • Presentations 	Observation <ul style="list-style-type: none"> • Presentations • Audio Files • Video Files
Conversation <ul style="list-style-type: none"> • Student teacher discussion • Small Group Discussion • Brainstorming • Office Hours (Chat) 	Conversation <ul style="list-style-type: none"> • Student teacher conferences • Discussion Forums • Pair work • Peer-feedback 	Conversation <ul style="list-style-type: none"> • Skype Sessions with Questions • Discussion Forums

FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

Achievement Categories

CRITERIA	STRATEGY	PERCENTAGE
Knowledge and Understanding	The ability to demonstrate thorough knowledge and understanding of the topics covered. Usually students demonstrate knowledge by explaining concepts, theories or terms.	20%
Thinking and Inquiry	The ability to use past knowledge to make connections and extensions to create new knowledge. Usually students demonstrate thinking through problem solving and creating new ideas and/or theories.	25%
Communication	The ability to use the five pillars of literacy to communicate a concept, idea or theory to others. Usually students will demonstrate proper communication skills through reading, writing, speaking, viewing and representing.	25%
Application	The ability to use the theory, concepts and knowledge acquired and apply it to experiences, new situations and different tasks. Usually, students will demonstrate application through performing tasks like cases, plans, situational analyses, etc.	30%

Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range And Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

REQUIRED RESOURCES FOR THE STUDENT:

- BBB4M online course of study
- Computer with Internet access

PROGRAM PLANNING CONSIDERATION

Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions
Live Skype sessions	Teacher leads the lesson with students as a class	Observations of whole class and individual students
Glossary	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
Image Caption	Students write captions on images and the image is shared with all students	Enhances thinking skills and allows for peer assessment as learning
Social Networking	Students create social media accounts and pages to learn about social media marketing	Fosters discussion between students and allows for content to be learned and expressed from a student perspective in a safe and closed environment
Socratic and Interactive Videos	Videos that scaffold or involve student action/input are used to explain concepts fully.	Students can learn from the visual forms of stories and examples. Students become familiar with the instructor.
Articulate Learning Modules	Interactive learning presentations that add context to course theory.	Students gain a deeper understanding of concepts as they work through learning modules that are interactive and self-paced.
Peer Teaching	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective

English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

Career Education

This course promotes skills effective for a variety of careers and informs students of some of the career opportunities where a business background is a considerable asset. Students will learn how to write business letters, memos and emails as well as effectively communicate using proper business terminology. Finally, this course will help students understand the global economy and prepare them for a business career in an ever changing global business market.

Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

Late and Missed Assignment

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam. Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.

SUGGESTED RESOURCES FOR THE STUDENT:

Print

Bearden, W. *Marketing W/Powerweb Package*, 3rd ed. Toronto, ON: McGraw-Hill Ryerson, 2000. ISBN 0-07-246128-4

Beck, Nuala. *Shifting Gears: Thriving in the New Economy*. Toronto, ON: Harper Collins Publishers Ltd., 1992. ISBN 0006384803

Magazines

Canadian Business Magazine – <http://www.canadianbusiness.com/>

This site is the online version of the Canadian Business Magazine.

Evolving Enterprise - International magazine, presents issues-oriented articles on manufacturing topics, online and on paper.

Fast Company Magazine – <http://www.fastcompany.com>

This site helps people market their job skills in the new economy.

Wired – Publishes articles on new and emerging business technologies.

World Trade – International business, news, information and analysis published by the Global Board of Trade Partners, which focuses on industry support for international trade.

Newspapers

Globe and Mail – <http://www.globeandmail.com>

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

The Toronto Star – <http://www.torstar.com>

National Post – <http://www.nationalpost.com>

Ottawa Business Journal – <http://www.ottawabusinessjournal.com/>

An online newspaper with up-to-the-minute business and news from across the nation.

Canada's largest job searching newspaper.

Videos

Awakening Giant. 1993. 60 minutes. Southern China is booming and looks set to create the greatest economic miracle ever seen, lifting 1.2 billion people from poverty and creating an economy bigger than America's.

International Trade. D.C. Heath (0171), 1994. 32 minutes. International Trade reviews the reasons why people and nations trade with each other and presents a balanced view of the importance of free and fair trade among all nations. Comparative advantage, economic rent, balance of payment and Canada's other trading partners are discussed.