

## COURSE OUTLINE

COURSE TITLE	: International Business Fundamentals
COMMON COURSE CODE	: <b>BBB4M</b>
GRADE	12
COURSE TYPE	: University/College Preparation
CREDIT VALUE	: 1.0
PREREQUISITE	: None
CURRICULUM POLICY DOCUMENT	: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006 (revised)  : Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
DEPARTMENT	: Business Studies
COURSE DEVELOPER	: Kasim Dogan
DEVELOPMENT DATE	: January 2015
REVISION DATE	: 2006
NUMBER OF SCHEDULED HOURS	: 110 hours
NUMBER OF PERIODS	: 10 periods a week, 19 weeks
PERIOD LENGTHS	: 40 min.

## **COURSE DESCRIPTION/RATIONALE**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution. And managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing and management.

## **OVERALL CURRICULUM EXPECTATIONS**

### **A. Business, Trade, and the Economy**

By the end of the 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.

### **B. 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.

### **C. 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.

### **D. 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.

### E. 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.

## OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time and Sequence
Unit 1	<p style="text-align: center;"><b>The Global Environment for Business</b> (January 26, 2015 – February 27, 2015)</p> <p>In this unit students will analyze ways in which Canadian business have been affected by globalization. Students must demonstrate an understanding of the factors that influence a country’s ability to participate in international business and assess the effects of current trends in global business activity and economic conditions.</p>	27 hours
Unit 2	<p style="text-align: center;"><b>Business, Trade and the Economy</b> (March 2, 2015 – March 27, 2015)</p> <p>By the end of this unit students should demonstrate an understanding of terminology, concepts and basic business communication practices related to international business. In addition, students should be able to analyse the impact of international business activity on Canada’s economy and demonstrate an understanding of how international business and economic activities increase the interdependence of nations.</p>	18 hours
Unit 3	<p style="text-align: center;"><b>Factors Influencing Success in International Markets</b> (March 30, 2015 – April 27, 2015)</p> <p>In this unit, students will analyse the ways in which cultural factors influence international business methods and operations. Students will also assess the ways in which political, economic, and geographic factors influence international business methods and operations. In addition, student should identify and describe common mistakes made by businesses in international markets and evaluate the factors currently affecting the international competitiveness of Canadian businesses.</p>	24 hours
Unit 4	<p style="text-align: center;"><b>Marketing Challenges and Approaches and Distribution</b> (April 28, 2015 – May 22, 2015)</p> <p>In this unit students are to assess the challenges facing a business that wants to market a product internationally. Student should be able to compare the approaches taken by various companies to market their products internationally. In addition, students should also demonstrate an understanding of the logistics of, and challenges association with, distribution to local, national, and international markets.</p>	24 hours

	<b>Working in International Markets (May 25, 2015 – June 5, 2015)</b>	
<b>Unit 5</b>	By the end of the course, students will analyze the ways in which ethical considerations affect international business decisions. Students should be able to assess the working environment in international markets and demonstrate an understanding of the process for crossing international	14 hours
	<b>Final Assessment</b>	
	3 hours final exam culminating activity, worth 30% of the final grade, meant as a summative evaluation of all strands.	<b>3 hours</b>
	<b>TOTAL</b>	<b>110 hours</b>

### **TEACHING AND LEARNING STRATEGIES**

A wide range of teaching and learning strategies are employed including inductive reasoning exercises, reading text and articles, answering questions, completing graphic organizers, research and reporting, research skills, pursuing case studies, media analysis, test writing, creating power point presentations and finding and posting resources, critical analysis of arguments, comparing and contrasting opinions expressed in writing. In fact, the skills of civics are taught and measured as seriously as the content of civics studies throughout this course.

Since the over-riding aim of this course is to help students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

Observation	Independent Research	Directed Reading Activities
Visuals	Concept Mapping	Writing to Learn
Discussions	Guided Internet Research	Multimedia Productions
Newspaper Articles Analysis	Game Construction	Didactic and Socratic Questions
Analyzing Articles	Video Analysis	Guided Research
K-W-L	Essays	Cooperative Learning Groups
Think, Pair, Share	Higher Order Thinking (Bloom's Taxonomy)	Debates

## STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

The tools below will be used for the three different types of assessments:

<b>Assessment as Learning</b>	<b>Assessment for Learning</b>	<b>Assessment of Learning</b>
<b>Student Product</b> - Journals/Letters/Emails (checklist)  - Learning logs (anecdotal)  - Entrance tickets  - Exit tickets	<b>Student Product</b> - Assignment  - Quizzes (scale/rubric)  - Rough drafts (rubric)  - Portfolios (rubric)  - Posters (rubric/scale)  - Peer feedback (anecdotal/checklist)  - Essays (rubric)  - Vocabulary notebooks (anecdotal)	<b>Student Product</b> - Assignment  - Tests (scale/rubric)  - Exam (scale/rubric)  - Rough drafts (rubric)  - Portfolio (rubric)  - Posters (rubric/scale)  - Essays (rubric)
<b>Observation</b> - Whole class discussions (anecdotal)  - Self-proofreading (checklist)	<b>Observation</b> - Class discussions (anecdotal)  - Debate (rubric)  - PowerPoint presentations (rubric)  - Performance tasks (anecdotal/scale)	<b>Observation</b> - Debate (rubric)  - PowerPoint presentations (rubric)  - Performance tasks (anecdotal/scale)
<b>Conversation</b> - Student teacher conferences (checklist)  - Small group discussions (checklist)  - Pair work (checklist)  - Debate (rubric)	<b>Conversation</b> - Student teacher conferences (checklist)  - Small group discussions (checklist)  - Pair work (checklist)  - Peer-feedback (anecdotal)  - Peer-editing (anecdotal)	<b>Conversation</b> - Student teacher conferences (checklist)  - Question and answer session (checklist)  - Oral tests (scale/rubric)

## Assessment Methods and Tools:

<b>Term Assessment and Evaluation: 70%</b> (Tests, Projects, Presentations, Essays)		
<b>Category</b>	<b>Description</b>	<b>Weighting</b>
<b>Knowledge and Understanding</b>	Knowledge of content (e.g., facts, terms, definitions and procedures.) Understanding of content (e.g., concepts, principles, theories, relationships and methodologies)	25%
<b>Thinking and Inquiry</b>	Planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project) Processing skills (e.g., analyzing, interpreting, assessing, reasoning, gathering ideas, evaluating, seeking a variety of perspectives, forming conclusions)	25%
<b>Communication</b>	Expression of original ideas and information (e.g., logical organization) in oral, visual, and written forms	25%
<b>Application/Making connection</b>	The use of the knowledge and skills to make connections within and between various contexts.	25%
<b>Final Exam 30%</b>		

### **The Final Grade:**

The evaluation of the student's achievement in this course is based on the student's achievement of the curriculum expectations. The percentage grade represents the student's overall achievement and reflects the corresponding level of achievement as described in the Achievement chart for this discipline. A credit will be granted if the final percentage awarded is 50% or more. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final exam administered at the end of the course.

## **CONSIDERATIONS FOR PROGRAM PLANNING**

### **Career Education**

Most careers involve some aspect of business practice – physicians and mechanics operate small businesses, artists sell their art. Courses in business studies prepare students for employment in such diverse areas as retailing, management, technology, small business, government service, and professional careers. The skills and knowledge that students acquire through business studies courses are essential for a wide range of careers. Students gain an understanding of various aspects of business operation and practice through courses in all the subjects in the discipline. In addition, the focus on personal management, interpersonal skills, and career development in the business studies curriculum will help prepare students for success in their working lives, whatever their career. Finally, learning about different kinds of businesses will enable students who are interested in a career in business to think about the type of operation that is best suited to their backgrounds and interests.

### **English as a Second Language**

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and teachers will share in the responsibility for their English-language development. Students who come to Ontario from other countries will find the study of the subjects within business studies particularly useful. Through this study, they will develop an understanding of the Canadian business environment that will help them to become well-informed Canadian citizens.

Business studies courses will provide interesting learning opportunities for students who have come to Canada from different countries. Because business seeks ways to address the needs of diverse markets and communities, students from other countries will find that their experiences and background are helpful in analysing the needs of various markets and determining.

## **RESOURCES**

**International Business: Canada and Global Trade**, Schultz, Mike, David Notman, and Ruth Hernder. Nelson Publishing. 2003. Ruypers, John, Marion Austin, Patrick Carter et al., 2005 (Textbook)

Ontario Ministry of Education (EDU) – curriculum documents page  
< <http://www.edu.gov.on.ca/eng/document/curricul/curricul.html> >

Atlases, Maps, Visuals, Internet