

<b>Course Title</b>	<b>Introduction to Microeconomics</b>
---------------------	---------------------------------------

<b>Course Provider</b>	Faan Louw	<b>Teaching Language</b>	English
------------------------	-----------	--------------------------	---------

<b>Level of Students</b>	Undergraduate- 1 <sup>st</sup> Term / 1 <sup>st</sup> Year	<b>Course Duration</b>	48 hours
--------------------------	---	------------------------	----------

<b>Code</b>	UY121	<b>Credits</b>	3	<b>Category</b>	Economics
-------------	-------	----------------	---	-----------------	-----------

<b>Objective &amp; Overview of the Course</b>	This course sets the foundation of learners' understanding of the principles of microeconomics, and the role that it plays in economic life as a whole. As such, it describes the vital concepts of microeconomics. The course aims to introduce the learner to basic microeconomic concepts, such as the demand and supply, trade, consumers and producers, competitive markets, monopolistic competition and labour markets.
---	--

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the key microeconomic definitions and concepts.</li> <li>• Explain these concepts within a specific context, such as competitive markets and monopolistic competition.</li> <li>• Describe and explain the role and functions of trade, the consumer, the producer, market forces and failure, labour markets and poverty, cost of production.</li> <li>• Calculate theoretical concepts such as elasticity, demand, supply, costs, and wages.</li> <li>• Derive, at least at a theoretical level most of the above mentioned economic concepts using graphs and numerical examples.</li> </ul>
--------------------------	--

<b>Teaching Methods</b>	<p>The teaching method followed in this course comprises lectures, class discussions, assignments and continuous assessment. The lecturer will use the constructivist approach to learning by introducing the fundamental theoretical concepts and principles to students. Students will participate by submitting a mind-map of the relevant chapter, The lecturer will then further elaborate in class on theoretical concepts and principles. The student will then be given the opportunity to embed these principles with the help of relevant class discussions and exercises, in class tests, assignments and any other activity decided upon by the lecturer. All learning activities will count towards a final semester mark.</p> <p>In-class discussion will be encouraged, and, to that end, students are expected to enter the classroom armed with prior knowledge obtained by reading the relevant chapter(s) in the textbook and the required mind-map.</p> <p>In order to ensure that students remain up-to-date with their studies, quizzes will be submitted weekly. These quizzes will form part of the formal assessment process.</p>
-------------------------	--

<b>Syllabus</b>	
<b>No.</b>	<b>Contents</b>

Week 1	<p>Introduction of course material, syllabus, class introductions.</p> <p><b>Chapter 1: Ten Principles of Economics</b>  Assignment: A 4-minute video about one of the principles of Economics. The class will divide into groups and each group will do one of the principles.</p>
Week 2	<p><b>Chapter 2: Thinking like an economist</b>  Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 2</li> <li>• Quizz on Chapter 1.</li> </ul> <p>Class test: A 20-minute class test on chapters 1 and 2</p>
Week 3	<p><b>Chapter 3: Interdependence and the Gains from Trade</b>  Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 3</li> <li>• Quizz on Chapter 2</li> </ul> <p>Assignment:</p>
Week 4	<p><b>Chapter 4: The Market Forces of Demand and Supply</b>  Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 4</li> <li>• Quizz on Chapter 3</li> </ul> <p>Class test: A 20-minute class test on chapters 3 and 4</p>
Week 5	<p><b>Chapters 5: Elasticity and its application</b>  Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 5</li> <li>• Quizz on Chapter 4.</li> </ul> <p>Assignment:</p>
Week 6	<p><b>Chapters 6: Supply, Demand and Government Policies</b>  Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 6</li> <li>• Quizz on Chapter 5</li> </ul> <p>Class test: A 20-minute class test on chapters 5 and 6</p>
Week 7	<p><b>Chapter 7: Consumers, Producers, and the Efficiency of Markets</b>  (Sections from Chapters 8 and 9 will be included)  Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 7</li> <li>• Quizz on Chapter 6</li> </ul> <p>Assignment:</p>
Week 8	<p><b>Chapters 10 &amp; 11: Externalities and Public Goods and Common Resources</b>  Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 10 &amp; 11</li> <li>• Quizz on Chapter 7.</li> </ul> <p>Class test: A 20-minute class test on chapters 7 and 10 &amp; 11</p>
Week 9	<p><b>Chapters 13: The Cost of Production</b></p>

	<p>Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 13</li> <li>• Quizz on Chapter 10 &amp; 11</li> </ul> <p>Assignment:.</p>
<b>Week 10</b>	<b><i>Midterm Examination week. The date, time, and venue of the midterm test will be made available to students in due course. The midterm test will cover Chapters 1 – 13 in the prescribed textbook.</i></b>
<b>Week 11</b>	<p><b>Chapter 14: Firms in Competitive Markets</b></p> <p>Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 14</li> <li>• Quizz on Chapter 13.</li> </ul>
<b>Week 12</b>	<p><b>Chapter 15, 16 &amp; 17: Monopoly, Oligopoly and Monopolistic Competition</b></p> <p>Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 15</li> <li>• Quizz on Chapter 14.</li> </ul> <p>Class test: A 20-minute class test on chapters 14 and 15, 16 &amp; 17</p>
<b>Week 13</b>	<p><b>Chapter 18: Markets for the Factors of Production</b></p> <p>Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 18</li> <li>• Quizz on Chapter 15, 16 &amp; 17.</li> </ul> <p>Assignment:</p>
<b>Week 14</b>	<p><b>Chapter 19 &amp; 20: Earnings and Discrimination &amp; Income Inequality and Poverty</b></p> <p>Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 19 &amp; 20</li> <li>• Quizz on Chapter 18.</li> </ul> <p>Class test: A 20-minute class test on chapters 18 and 19 &amp; 20</p>
<b>Week 15</b>	<p><b>Review: Chapter 1 – 10:</b></p> <p>Problems and issues arising from the identified chapters will be discussed and clarified. Further examples and problems will be assigned.</p>
<b>Week 16</b>	<p><b>Review: Chapter 11 - 20:</b></p> <p>Problems and issues arising from the identified chapters will be clarified. Further examples and problems will be assigned.</p>
<b>Week 17</b>	<p><b>FINAL EXAMINATIONS</b></p> <p>The final exam will cover all of the material studied in this course.</p>

Assessment	
Methods	Weighting
Attendance and participation	10
In-class quizzes & mindmaps	10
Assignments	10
Group projects	10

Mid-term test	20
Final examination	40
<b>Total</b>	<b>100</b>

<b>Assessment Criteria</b>	
<b>100 point scale</b>	
90 and higher	Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.
80 - 89	Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.
70 - 79	Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.
60 – 69	Student barely meets minimum standards of undergraduate level work with difficulty
59 and below	Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.

<b>Recommended Textbook and References</b>
<p><b>Primary Textbook:</b> N. Gregory Mankiw. 2009. Principles of Economics. Cengage Learning.</p> <p><b>Secondary Reference Works:</b></p>

## **IMPORTANT INFORMATION**

### **1. Attendance**

Class attendance is graded, and required. BFSU-SolBridge policy is that a student may not miss more than 30% of the classes or they will be dismissed from the course. If you have a special circumstance, please inform administration immediately.

It is the student's responsibility to attend classes and consult designated notice boards and websites for correct and up-to-date information regarding the course, including examination times. Relying on fellow students to pass on information may result in incorrect information for which the University will not be held responsible.

### **2. Examinations**

The final exam will cover all of the material studied in this course. All final exams will be held during the official examination period.

### **3. Plagiarism**

Purpose: This policy defines the concept and specifies the academic penalties that will accrue to students who are found guilty of plagiarism.

Statement:

- To plagiarize is to commit literary theft:
  - a. to steal and pass off (the ideas or words of another) as one's own
  - b. to use (another's production) without crediting the source
  - c. to present as new and original an idea or product derived from an existing source (Merriam-Webster Online Dictionary, <http://www.merriam-webster.com/dictionary/plagiarize>, accessed April 200).
  - d. In other words, plagiarism is one type of fraud. It involves both stealing someone else's work and lying about it afterward.
  - e. Plagiarism is an actual crime.
  
- Common examples of plagiarism include:
  - a. copying another student's homework assignment.
  - b. copying from the Internet for a homework assignment or presentation.
  - c. but there are also many other ways to commit plagiarism.
  
- Avoiding plagiarism of outside sources is normally very easy. Instructors may inform students that they may avoid plagiarism simply by stating in writing that they are quoting the source, providing detailed identification of the source, indicating with quote marks or indentation the exact words that are copied, and then following the copied material with their own original explanation of their own opinion about the topic.
  
- An instructor finding a student in her/his class guilty of plagiarism, shall inform the student their submission has received a failing grade and that their offense will be reported to the Teaching Management Office.
  
- The Student Services Manager will meet with the offending student and inform them of the consequences of any repeated violations during the remainder of their studies at BFSU.

<b>Course Title</b>	<b>Business Communication</b>
---------------------	-------------------------------

<b>Course Provider</b>		<b>Teaching Language</b>	English
------------------------	--	--------------------------	---------

<b>Level of Students</b>	Undergraduate- 1 <sup>st</sup> Term / 1 <sup>st</sup> Year	<b>Course Duration</b>	48 hours
--------------------------	---	------------------------	----------

<b>Credits</b>	3	<b>Category</b>	Business
----------------	---	-----------------	----------

<b>Objective &amp; Overview of the Course</b>	Business leadership and business decision making depend in large measure on effective communication in the workplace. Without effective communication, workers and management will find it difficult not only to cooperate, but also to take the necessary steps and measures to ensure the long-term success of the organization. This course introduces the principles of communication as they apply to the workplace, and prepares students to draft, proofread, and compile documents of various types, and to do effective workplace presentations.
---	---

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Outline, identify, and describe the components of the communication process with reference to the workplace.</li> <li>• Explain the need for, and the role of, communication in the business context.</li> <li>• Apply basic proofreading skills.</li> <li>• Demonstrate an ability to plan and write a number of business communication instruments, including: <ul style="list-style-type: none"> <li>○ E-mail</li> <li>○ Memorandum</li> <li>○ Business letter</li> <li>○ Basic business report</li> <li>○ Job application letter</li> <li>○ R ésum é</li> </ul> </li> <li>• Use data to generate easy-to-read graphs and tables</li> <li>• Prepare and deliver a business presentation</li> <li>• Conduct a job interview.</li> </ul>
--------------------------	---

<b>Teaching Methods</b>	<p>Face-to-face teaching  Quizzes  Case study analysis and discussion  Role play  In-class group work</p>
-------------------------	---

<b>Syllabus</b>	
No.	Contents
Week 1	<p><b>Chapter 1: Establishing a framework for business communication</b>  Introduction of course material, syllabus, class introductions. Introduction to communication.  <i>Complete Classroom Diversity Initiative (Exercise 7 on page 42)</i></p>

	<i>Complete Communication Barriers (Exercise 3 on page 42)</i>
Week 2	<b>Chapter 2: Focusing on interpersonal and group communication</b> <i>Individual homework: Applying behavioral theories to communication situations (Exercise 1 on page 73)</i> <i>Prepare journal of events recording meta-communication (Exercise 4 on page 75).</i>
Week 3	<b>In-class group exercises and discussions on interpersonal and group communication</b> <i>Journal of events recording meta-communication (Exercise 4 on page 75). Students to report back on their own journals.</i> <i>Understanding the importance of nonverbal messages (Exercise 2 on page 74). Group discussion.</i> <i>Report-back on listening skills questionnaire (Exercise 3 on page 74). Students to give feedback on their own listening skills, together with suggestions on how to improve their skills.</i>
Week 4	<b>Chapter 3: Planning spoken and written messages</b> <i>Application 4 on page 117 – Individual homework.</i> <i>In class: Complete exercises 4 – 10 on pages 115-117).</i>
Week 5	<b>Chapter 4: Preparing spoken and written messages.</b> <i>Individual homework: Proofreading application (p. 151).</i> <i>In class: Complete activities 1 – 7 (on pages 149-151)</i>
Week 6	<b>Chapters 3 and 4 concluded</b> <i>Complete in-class activities, discuss homework done.</i>
Week 7	<b>Chapter 9: Understanding the report process and research methods</b> <i>Activity 4 on page 370: Designing a research study.</i>
Week 8	<b>Chapter 10: Managing data and using graphics</b> <i>Individual homework: Activities 1, 2 and 3 on pages 400-401.</i>
Week 9	<b>Chapter 11: Organizing and preparing reports and proposals</b> <i>Group work: Preparing an analytical report: Activity 13 on page 469.</i>
Week 9	<b>Midterm Examination week. The date, time, and venue of the midterm test will be made available to students in due course. The midterm test will cover Chapters 1,2,3,4,9,10, and 11 in the prescribed textbook.</b>
Week 10	<b>Chapter 12: Designing and delivering business presentations</b>
Week 11	<b>Chapter 13: Preparing r ésum és and application letters</b> <i>Students to write application letter and r ésum és</i>
Week 12	<b>Chapter 14: Interviewing for a job and preparing employment messages</b>
Week 13	<b>In-class role play: Job interviews.</b> <i>Students will use r ésum és as the basis for this role play.</i>
Week 14	<b>In-class proofreading and written report analyses</b> <i>Exercises will be handed to students for in-class activity.</i>
Week 15	<b>Presentations delivery</b>
Week 16	<b>Examination preparation</b>
Week 17+18 <b>FINAL EXAM</b>	<b>FINAL EXAMINATIONS</b> The final exam will cover all of the material studied in this course.

Assessment	
Methods	Weighting
Individual Assignment 1	5

Individual Assignment 2	5
Class Attendance and Participation	10
Group Project	10
Presentation	10
Mid Term Test	20
Final Examination	40
<b>Total</b>	<b>100</b>

Assessment Criteria	
<b>100 point scale</b>	
90 and higher	Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.
80 - 89	Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.
70 - 79	Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.
60 - 69	Student barely meets minimum standards of undergraduate level work with difficulty
59 and below:	Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.

Recommended Textbook and References
<p><b>Primary textbook:</b></p> <p>Lehman, C.M. &amp; DuFrene, D.2005. Business Communication. 14<sup>th</sup> ed. Thomson Learning.</p>

## IMPORTANT INFORMATION

### 4. Attendance

Class attendance is graded, and required. BFSU-SolBridge policy is that a student may not miss more than 30% of the classes or they will be dismissed from the course. If you have a special circumstance, please inform administration immediately.

It is the student's responsibility to attend classes and consult designated notice boards and websites for correct and up-to-date information regarding the course, including examination times. Relying on fellow students to pass on information may result in incorrect information for which the University will not be held responsible.

### 5. Examinations

The final exam will cover all of the material studied in this course. All final exams will be held during the official examination period.

### 6. Plagiarism

*Purpose:* This policy defines the concept and specifies the academic penalties that will accrue to students who are found guilty of plagiarism.

*Statement:*

- To plagiarize is to commit literary theft:
  - a. to steal and pass off (the ideas or words of another) as one's own
  - b. to use (another's production) without crediting the source
  - c. to present as new and original an idea or product derived from an existing source  
(Merriam-Webster Online Dictionary, <http://www.merriam-webster.com/dictionary/plagiarize>, accessed April 200).
  - d. In other words, plagiarism is one type of fraud. It involves both stealing someone else's work and lying about it afterward.
  - e. Plagiarism is an actual crime.
  
- Common examples of plagiarism include:
  - a. copying another student's homework assignment.
  - b. copying from the Internet for a homework assignment or presentation.
  - c. but there are also many other ways to commit plagiarism.
  
- Avoiding plagiarism of outside sources is normally very easy. Instructors may inform students that they may avoid plagiarism simply by stating in writing that they are quoting the source, providing detailed identification of the source, indicating with quote marks or indentation the exact words that are copied, and then following the copied material with their own original explanation of their own opinion about the topic.
  
- An instructor finding a student in her/his class guilty of plagiarism, shall inform the student their submission has received a failing grade and that their offense will be reported to the Teaching Management Office.
  
- The Student Services Manager will meet with the offending student and inform them of the consequences of any repeated violations during the remainder of their studies at BFSU.

<b>Course Title</b>	<b>Introduction to Business</b>
---------------------	---------------------------------

<b>Course Provider</b>	Zhao Xinjie	<b>Teaching Language</b>	English
------------------------	-------------	--------------------------	---------

<b>Level of Students</b>	Undergraduate- 1 <sup>st</sup> Term / 1 <sup>st</sup> Year	<b>Course Duration</b>	48 hours
--------------------------	---	------------------------	----------

<b>Credits</b>	3	<b>Category</b>	Business
----------------	---	-----------------	----------

<b>Objective &amp; Overview of the Course</b>	This course provides a foundation of the essential topics in business operations that a beginning business student needs to understand.
---	---

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <p>The students will develop a competence of viewing the world from a business perspective through classroom lectures and extra-class research and practice.</p> <p>Language and communicative skills will be reinforced while learning business concepts.</p>
--------------------------	---

<b>Teaching Methods</b>	<p>A variety of instructional strategies will be utilized to accommodate all learning activities.</p> <p>The knowledge is delivered through prepared presentations delivered by the instructor, guest speakers, or students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lectures</li> <li><input type="checkbox"/> Case discussions</li> <li><input type="checkbox"/> Student presentations</li> <li><input type="checkbox"/> Video cases</li> <li><input type="checkbox"/> Out-of-class work (homework) for projects, industry contacts, research and report assignments, and demonstration and presentation preparation.</li> </ul>
-------------------------	--

<b>Syllabus</b>	
-----------------	--

No.	Contents
-----	----------

1.	Course introduction Business introduction
2.	Economic environments:
3.	Global environment
4.	Business ethics
5.	Entrepreneurship
6.	Guest Speaker: How to start a new company
7.	Ownership
8.	Management
9.	Organization
10.	Operations
11.	Marketing
12.	Marketing
13.	Human resource management
14.	Accounting
15.	Finance
16.	Business project presentation
<b>Note:</b> The schedule might be revised upon the schedule of the guest speaker(s)	

<b>Assessment</b>	
Methods	Weighting
<p>Assessments will test the students' understanding of basic business concepts and the students' ability to create solutions to problems.</p> <p>Student achievement in this course will be measured using multiple assessment tools including but not limited to:</p> <ul style="list-style-type: none"> <li>• Classroom Performance (attendance, participation in classroom discussions, quizzes): 20%.</li> <li>• Weekly Presentation (see Appendix I.) (quality of research, and presentation skills,): 10%</li> <li>• Business Project (market research, business plan</li> </ul>	<p>20%</p> <p>10%</p> <p>30%</p>

<p>writing, teamwork, reflection, presentation) : 30%</p> <ul style="list-style-type: none"> <li>• Final Examination (mastery of basic concepts, analytical competence and problem solving ability): 40%</li> </ul>	40%
<b>Assessment Criteria</b>	
100 point scale:	
90 and up:	Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.
80--89:	Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.
70--79:	Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.
60--69:	Student barely meets minimum standards of undergraduate level work with difficulty
59 and below:	Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.

<b>Recommended Textbook and References</b>
<p><i>Exploring Business</i>, 《当代商学概论》, Karen Collins, Post &amp; Telecom Press, 2010.</p> <p><i>Business</i>, 《商务学》, 7<sup>th</sup> Ed., Ricky W. Griffin &amp; Ronald J. Ebert, Person, Peking University Press, 2006 (Companion website: <a href="http://wps.prenhall.com/bp_griffin_bus_7/13/3429/877993.cw/index.html">http://wps.prenhall.com/bp_griffin_bus_7/13/3429/877993.cw/index.html</a> )</p> <p><b>More sources of business information:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Business Week</i></li> <li>➤ <i>Harvard Business Review</i> :</li> <li>➤ <i>Financial Times</i></li> <li>➤ <i>Economist</i></li> <li>➤ <i>McKinsey Quarterly</i></li> <li>➤ <i>China Daily</i></li> <li>➤ <i>Reuters</i>: <a href="http://cn.reuters.com/">http://cn.reuters.com/</a></li> <li>➤ FT 中文网</li> <li>➤ <i>BBC</i></li> <li>➤ <i>ABC</i></li> <li>➤ <i>VOA</i></li> <li>➤ <i>Wikipedia</i>: <a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a></li> <li>➤ <i>China government</i>: <a href="http://english.gov.cn">http://english.gov.cn</a></li> </ul>

## Appendix I. Weekly Presentation Requirements

- The presentation is individual work.
- Two students each week. Please choose the topic or week you prefer.
- The presentation is relevant to the lecture topic.
- It can be news report, cases, academic articles, or your own observations and analysis.
- Make sure you refer to the sources when you quote.
- The presentation is made with the aid of power point slides.
- Time limit: About five minutes for each student.
- Be ready to answer questions your peers may raise.

**Appendix II. Business Project**

- Team work: 3-5 people in a group. You can choose your own team members and appoint one as the team leader. During teambuilding session, you need to work out a social contract for all the team members to guarantee a high quality team work.
- You may choose to either work out a report of your real business practices, or a report of a creative business idea based on market research.
- Refer to the business plan components and discussion after each lecture on relevant topics related to your business project, trying applying the textbook concepts to business practices.
- A team presentation is to be made in Week 16. All members in the team will receive a same score.

**Appendix III  
BUSINESS PLAN GROUP PRESENTATION: MARKING SCHEME**

	Excellent 90%+:	Very Good 80%+	Strong 70%	Adequate 60%	Fail <60%
Introduction 5%	Clear overview of the topic of the presentation, the speakers and the key parts that will be covered.		The presentation just starts, with no clear statement of the topic, personal introductions or key parts to be covered.		
Business description 15%	<p>A very clear explanation of the type of business and the product/service that will be sold.</p> <p>Clear statement of why this business will be successful.</p> <p>A detailed review is given of the business form, how the product/service will benefit customers, what makes it different, demand for the product/service, and location of the business.</p>		<p>The audience is left unsure what the product/service is, and whether a need exists for it.</p> <p>The group is unsure about what makes the product different. Demand for the business is not clearly identified. Business location is not logical.</p>		
Marketing and sales 15%	<p>A clear picture is presented of the target markets, and a thorough market analysis is presented.</p> <p>Pricing strategy is sensible, competition is clearly defined, and promotion strategy is suitable to target market.</p>		<p>Target market is not clear, market is not analysed well.</p> <p>Pricing strategy makes no sense, and promotion strategy is badly constructed.</p>		

Management 15%	Management team is brought to life, and strengths are clearly indicated. Compensation is discussed and supported. Plan shows an organizational structure suitable to type of business.	Management team is not clear. Specific skills are lacking. Organizational structure is not suitable.	
Financial 20%	Operating budget is clear and detailed, showing that the team has realistic estimate of the sales; has made reasonable financial decisions; has made provision for every financial situation in pre-start up and start up phases.	Operating budget is incomplete, and not realistic.	
Conclusion: 5%	A well presented conclusion that summarises the key points of the presentation. It ends on a note that shows that the team is ready for their business.	The presentation ends suddenly.	
Presentation: 15%	<p>Good time management: the whole team complete the presentation within 15 / 18 minutes.</p> <p>Voices are clear &amp; the messages are easy to understand.</p> <p>The presentation is well structured with clear signposts during the presentation.</p> <p>The speakers exchange eye contact without reading out of the script.</p> <p>Powerpoint presentation is clear and well structured.</p>	<p>Poor time management: the presentation run out of time or shorter than 14/17 minutes.</p> <p>The voice is not clear.</p> <p>The presentation is not well structured without clear signposts.</p> <p>The speakers are reading the scripts without enough eye contact with the audience.</p> <p>Powerpoint contains many spelling mistakes &amp; other errors</p>	
Q&A 10%	Students are able to explain clearly their considerations and decisions.	Students cannot provide convincing argument for their decisions.	

<b>Course Title</b>	<b>Academic Writing</b>
---------------------	-------------------------

<b>Course Provider</b>	John Ó Liodáin	<b>Teaching Language</b>	English
------------------------	----------------	--------------------------	---------

<b>Level of Students</b>	Undergraduates 1 <sup>st</sup> Term/1 <sup>st</sup> Year	<b>Course Duration</b>	32hours
--------------------------	---	------------------------	---------

<b>Credits</b>	2	<b>Category</b>	English
----------------	---	-----------------	---------

<b>Objective &amp; Overview of the Course</b>	<p>The primary objective of this course is to help students enrolled in BFSU-SolBridge International School of Business develop the writing and reading skills which are integral to operating in the academic community along with the added objective of refining key skills which will be paramount in the preparation of academic papers.</p> <p>This Academic Writing course is designed for students whose main language is not English yet have a strong understanding of basic writing skills in English and wish to refine these skills while developing advanced writing skills.</p> <p>The course will cover various areas central to composition: Critical Thinking, Reading, and Writing.</p>
---	--

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the distinction between register and style; conventions of register in academic writing and the development of style including methods to convey stance of the writer.</li> <li>• Use appropriate vocabulary and grammar to consolidate writing skills.</li> <li>• Correctly cite Academic sources, create footnotes and reference lists.</li> <li>• Analyze the social contexts that create occasions for writing and consider the needs of different audiences.</li> <li>• Develop cogent arguments to support and articulate their</li> </ul>
--------------------------	--

	<p>own claims.</p> <ul style="list-style-type: none"> <li>Utilize a process approach to writing that involves critical thinking, drafting, and revising.</li> </ul>
--	---

<b>Teaching Methods</b>	<ul style="list-style-type: none"> <li>Teaching methods will encompass a range of activities including a mixture of individual, pair and small group work, based on a variety of material and exercises.</li> <li>Exercises will be completed both in class and outside class, and students will be encouraged to self-correct based on feedback attained in class.</li> <li>An emphasis will be placed on self-study and readings will be assigned before each class to be completed.</li> </ul>
-------------------------	---

<b>Syllabus</b>	
No.	Contents
1)	<ul style="list-style-type: none"> <li><b>An Introduction to Academic Writing:</b> Course outline, structure of the traditional essay, writing as a skill, writing as a process of discovery, the writing as a mode of communication, keeping a journal, the writing process, prewriting, writing a first draft, revising editing, review activities and the first step in essay writing.</li> </ul>
2)	
3)	<ul style="list-style-type: none"> <li><b>Grammar:</b> Subjects and verbs, fragments, run-ons and regular/irregular verbs.</li> </ul>
4)	<ul style="list-style-type: none"> <li><b>Grammar (2) :</b> Subject-Verb agreement, pronoun agreement, pronoun types, adjectives and adverbs.</li> </ul>
5)	<ul style="list-style-type: none"> <li><b>Mechanics:</b> Manuscript form, capital letters and numbers and abbreviations.</li> </ul>
6)	<ul style="list-style-type: none"> <li><b>Punctuation:</b> Apostrophe, quotation marks, comma and other</li> </ul>

7)	punctuation marks.
8)	<ul style="list-style-type: none"> <li>• <b>Organizing your argument:</b> Introduction, conclusions and titles. Practice in organization. Structuring your argument. Revising sentences. Editing sentences. Practice in revising sentences.</li> </ul>
9)	
10)	<ul style="list-style-type: none"> <li>• <b>Four bases of Essay revision:</b> Unity, support, coherence, sentence skills and practice.</li> </ul>
11)	
12)	<ul style="list-style-type: none"> <li>• <b>Patterns of Essay development:</b> Introduction to essay development, description.</li> </ul>
13)	
14)	<ul style="list-style-type: none"> <li>• <b>Patterns of Essay development (2) :</b> Narration</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Patterns of Essay development (3) :</b> Cause and Effect</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Patterns of Essay development (4) :</b> Comparison and Contrast.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Practical Application:</b> Taking essay exams, writing a summary and writing a report.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Practical Application (2):</b> Writing a r ésum éand writing a job application letter.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Practical Application (3):</b> Writing a research paper.</li> </ul>

<b>Assessment</b>	
<b>Methods</b>	<b>Weighting</b>
<ul style="list-style-type: none"> <li>• Coursework (Formative Assessment) and Quizzes</li> <li>• Essays: (Title to be decided)</li> <li>• Peer Review of 4 essay titles.</li> <li>• Final Exam</li> <li>▪ Continuous Assessment -</li> <li>▪ Final Exam -</li> </ul>	<p>14 x 10marks each.</p> <p>4 x 35 each</p> <p>4 x 40 each</p> <p>1 x 100</p> <p>440</p> <p>100</p>
<b>Assessment Criteria</b>	
<p>100 point scale:</p> <p>90 and up: Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.</p> <p>80--89: Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.</p> <p>70--79: Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.</p> <p>60--69: Student barely meets minimum standards of undergraduate level work with difficulty</p> <p>59 and below: Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.</p>	
<b>Recommended Textbook and References</b>	
<p>College Writing Skills With Readings by John Langan. ISBN10: 0073371661; ISBN13: 9780073371665. Year Published: 2011. Publisher: McGraw-Hill.</p> <p><a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a></p>	

Course Title	<b>Mathematics for Business</b>
--------------	---------------------------------

Course Provider	Ethan F Chung <a href="mailto:uncle.ethan@yahoo.com">uncle.ethan@yahoo.com</a> Office: IBS Bldg Room 311 Consultation: Tuesday 3 to 5pm	Teaching Language	English
-----------------	--	-------------------	---------

Level of Students	Undergraduate- 1 <sup>st</sup> Term / 1 <sup>st</sup> Year	Course Duration	48 hours
-------------------	---	-----------------	----------

Code	UY112	Credits	3	Category	Business
------	-------	---------	---	----------	----------

Objective & Overview of the Course	<p>This is an introductory course in basic mathematical knowledge, techniques, skills and business applications, required for further studies in a business, economics and finance course, covering topics from basic algebra to calculus (differentiation and integration). The course aims to:</p> <ul style="list-style-type: none"> <li>▪ Provide students with basic mathematical skills in algebra: solving equations, linear and quadratic functions, graphs and graph sketching; and in using these skills in simple business and economic examples.</li> <li>▪ Introduce the study of calculus through the rules of differentiation and integration; marginal and optimization concepts; implicit differentiation and partial derivatives; and the application of these concepts in business, economics and finance examples.</li> </ul>
------------------------------------	---

Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Solve linear and quadratic equations/functions through algebra and graphs.</li> <li>▪ Apply the rules of differentiation, implicit differentiation, partial derivatives and integration.</li> <li>▪ Use calculus in sketching curves and measuring rates of changes.</li> <li>▪ Understand marginal and optimization concepts through calculus, and applying these concepts in business, economic and financial examples.</li> </ul>
-------------------	--

Teaching Methods	<p>Materials and worked examples will be presented through weekly 3-hour lectures.</p> <p>Emphasis will be placed on problem solving. Students should attempt to solve the problems presented throughout the course.</p>
------------------	--

Syllabus	
No.	Contents
	<p><u>Basic Mathematics and Applications</u></p> <ul style="list-style-type: none"> <li>▪ Algebra, Fractions and Functions</li> <li>▪ Gradient (slope), intercepts and equation of lines</li> <li>▪ Indices, logarithms and exponentials</li> <li>▪ Transformation of formulae</li> <li>▪ Expanding and simplifying functions</li> <li>▪ Factorizing quadratic functions</li> <li>▪ Linear and quadratic functions</li> <li>▪ Solving inequalities and quadratic equations by formula and factorizing</li> <li>▪ Simultaneous equations</li> <li>▪ Supply and demand analysis, and equilibrium</li> <li>▪ Revenue, cost and profit</li> </ul> <p><u>Differentiation</u></p> <ul style="list-style-type: none"> <li>▪ Notation and the derivative of a function</li> <li>▪ Rules of differentiation: constant rule, power functions, product rule, quotient rule, and chain rule</li> <li>▪ Differentiation of natural logs and exponentials</li> <li>▪ Slope and rate of change</li> <li>▪ Tangent, slope and equation of curve</li> <li>▪ Turning points, second derivatives and local max/min</li> <li>▪ Curve sketching</li> <li>▪ Applications: Marginal Revenue/Cost/Profit; and Elasticity</li> <li>▪ Absolute and local extrema</li> <li>▪ Optimization (max and min)</li> <li>▪ Implicit differentiation, related rates and differential equations</li> <li>▪ Partial derivatives</li> </ul> <p><u>Integration</u></p> <ul style="list-style-type: none"> <li>▪ Indefinite integrals</li> <li>▪ Rules of integration and integration by substitution</li> <li>▪ Definite integrals and area between curves</li> </ul>

Assessment	
Methods	Weighting
Attendance and Class Participation*	20%
Coursework (including quiz and assignments)	20%
Mid-Semester Test	20%
Final Examination**	40%
<p>* To earn the maximum marks in this component, a student is expected to attend classes and participate accordingly.</p> <p>** To pass this course, a student MUST pass the final examination.</p>	

Assessment Criteria
<p>100 point scale:</p> <p>90 and up: Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.</p> <p>80--89: Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.</p> <p>70--79: Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.</p> <p>60--69: Student barely meets minimum standards of undergraduate level work with difficulty</p> <p>59 and below: Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.</p>

Recommended Textbook and References
<p>Ian Jacques. <i>Mathematics for Economics and Business</i> (5th edition). Prentice Hall</p>

<b>Course Title</b>	<b>Introduction to Macroeconomics</b>
---------------------	---------------------------------------

<b>Course Provider</b>	Faan Louw	<b>Teaching Language</b>	English
------------------------	-----------	--------------------------	---------

<b>Level of Students</b>	Undergraduate- 2 <sup>nd</sup> Term / 1 <sup>st</sup> Year	<b>Course Duration</b>	48 hours
--------------------------	---	------------------------	----------

<b>Code</b>	UY122	<b>Credits</b>	3	<b>Category</b>	Economics
-------------	-------	----------------	---	-----------------	-----------

<b>Objective &amp; Overview of the Course</b>	<p>This course sets the foundation of learners' understanding of the principles of macroeconomics, and the role that it plays in economic life as a whole. As such, it describes the vital concepts of macroeconomics. Specifically, the course aims to introduce the learner to basic economic concepts, such as National Income, Cost of Living (inflation), Production (growth), Savings and Investment, Unemployment, Money, Aggregate demand and Aggregate Supply, and Monetary and Fiscal Policy.</p>
---	---

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the key macroeconomic concepts.</li> <li>• Explain these concepts within a specific context, such as the long run and the short run.</li> <li>• Describe and explain the role and functions of national production, consumption, investment, savings and imports and exports, money, inflation and interest rates, and unemployment and inflation.</li> <li>• Calculate theoretical concepts such as national income, unemployment, money multiplier, and long-run and short-run equilibrium.</li> <li>• Derive, at least, at a theoretical level most of the above mentioned economic concepts using graphs and numerical examples.</li> </ul>
--------------------------	--

<b>Teaching Methods</b>	<p>The teaching method followed in this course comprises lectures, class discussions, assignments and continuous assessment. The lecturer will use the constructivist approach to learning by introducing the fundamental theoretical concepts and principles to students. Students will participate by submitting a mind-map of the relevant chapter. The lecturer will then further elaborate in class on theoretical concepts and principles. The student will then be given the opportunity to embed these principles with the help of relevant class discussions and exercises, in class tests, assignments and any other activity decided upon by the lecturer. All learning activities will count towards a final semester mark.</p> <p>In-class discussion will be encouraged, and, to that end, students are expected to enter the classroom armed with prior knowledge obtained by reading the relevant chapter(s) in the textbook and the required mind-map.</p> <p>In order to ensure that students remain up-to-date with their studies, quizzes will be submitted weekly. These quizzes will form part of the formal assessment process.</p>
-------------------------	--

<b>Syllabus</b>	
<b>No.</b>	<b>Contents</b>
Week 1	Introduction of course material, syllabus, class introductions. <b>Chapter 23: Measuring a Nation's Income</b> Assignment: Announced in class

Week 2	<p><b>Chapter 24: Measuring the Cost of Living</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 24</li> <li>• Quiz on Chapter 23</li> </ul> <p>Assignment: Announced in class</p>
Week 3	<p><b>Chapter 25: Production and Growth</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 25</li> <li>• Quiz on Chapter 24</li> </ul> <p>Class test: A 20-minute class test on chapters 24 and 25</p>
Week 4	<p><b>Chapters 26 &amp; 27: Saving, Investment and the Financial System &amp; The Basic Tools of Finance</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 26 &amp; 27</li> <li>• Quiz on Chapter 25.</li> </ul> <p>Assignment: : Announced in class</p>
Week 5	<p><b>Chapters 28: Unemployment</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 28</li> <li>• Quiz on Chapter 26 &amp; 27</li> </ul> <p>Class test: A 20-minute class test on chapters 26 &amp; 27 and 28</p>
Week 6	<p><b><i>Midterm Examination week. The date, time, and venue of the midterm test will be made available to students in due course. The midterm test will cover Chapters 22 – 28 in the prescribed textbook.</i></b></p>
Week 7	<p><b>Chapter 29: The Monetary System</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 29</li> <li>• Quiz on Chapter 28</li> </ul> <p>Assignment: To be announced in class</p>
Week 8	<p><b>Chapters 30: Money Growth and Inflation</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 30</li> <li>• Quiz on Chapter 29.</li> </ul> <p>Class test: A 20-minute class test on chapters 29 and 30</p>
Week 9	<p><b>Chapters 31: The Open Economy – Basic Concepts</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 31</li> <li>• Quiz on Chapter 30</li> </ul> <p>Assignment: To be announced in class</p>
Week 10	<p><b>Chapter 32: A Macroeconomic Theory of the Open Economy</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 32</li> </ul>

	<ul style="list-style-type: none"> <li>• Quiz on Chapter 31.</li> </ul> <p>Class test: A 20-minute class test on chapters 31 and 32</p>
Week 11	<p><b>Chapter 33: Aggregate Demand and Aggregate Supply</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 33</li> <li>• Quiz on Chapter 32.</li> </ul> <p>Assignment: To be announced in class</p>
Week 12	<p><b>Chapter 34: The Influence of Monetary and Fiscal Policy on Aggregate Demand</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 34</li> <li>• Quiz on Chapter 33.</li> </ul> <p>: Class test: A 20-minute class test on chapters 33 and 34</p>
Week 13	<p><b>Chapter 35: The Short Run Trade-off between Inflation and Unemployment</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 35</li> <li>• Quiz on Chapter 34.</li> </ul> <p>Assignment: To be announced in class</p>
Week 14	<p><b>Chapter 36: Five Debates over Macroeconomic Policy</b> Students to submit in class:</p> <ul style="list-style-type: none"> <li>• Mindmap of Chapter 36</li> <li>• Quiz on Chapter 35.</li> </ul> <p>Class test: A 20-minute class test on chapters 35 and 36</p>
Week 15	<p><b>Review: Chapters 22 - 36</b> Problems and issues arising from the identified chapters will be clarified. Further examples and problems will be assigned.</p>
Week 16	<p><b>FINAL EXAMINATION</b> The final exam will cover all of the material studied in this course.</p>

<b>Assessment</b>	
<b>Methods</b>	<b>Weighting</b>
Attendance and participation	10
In-class quizzes & mindmaps	10
Assignments	10
Group projects	10
Mid-term test	20
Final examination	40
<b>Total</b>	<b>100</b>

<b>Assessment Criteria</b>	
<b>100 point scale</b>	
90 and higher	Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.
80 - 89	Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.
	Fair work in most areas - Student exhibits need for improvement in most

70 - 79	areas regarding content, analysis, writing style, and/or participation.
60 – 69	Student barely meets minimum standards of undergraduate level work with difficulty
59 and below	Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.

### **Recommended Textbook and References**

**Primary Textbook:** N. Gregory Mankiw. 2009. Principles of Economics. Cengage Learning.

**Secondary Reference Works:** Will be announced in class

## **IMPORTANT INFORMATION**

### **7. Attendance**

Class attendance is graded, and required. BFSU-SolBridge policy is that a student may not miss more than 30% of the classes or they will be dismissed from the course. If you have a special circumstance, please inform administration immediately.

It is the student's responsibility to attend classes and consult designated notice boards and websites for correct and up-to-date information regarding the course, including examination times. Relying on fellow students to pass on information may result in incorrect information for which the University will not be held responsible.

### **8. Examinations**

The final exam will cover all of the material studied in this course. All final exams will be held during the official examination period.

### **9. Plagiarism**

Purpose: This policy defines the concept and specifies the academic penalties that will accrue to students who are found guilty of plagiarism.

Statement:

- To plagiarize is to commit literary theft:
  - a. to steal and pass off (the ideas or words of another) as one's own
  - b. to use (another's production) without crediting the source
  - c. to present as new and original an idea or product derived from an existing source (Merriam-Webster Online Dictionary, <http://www.merriam-webster.com/dictionary/plagiarize>, accessed April 200).
  - d. In other words, plagiarism is one type of fraud. It involves both stealing someone else's work and lying about it afterward.
  - e. Plagiarism is an actual crime.
- Common examples of plagiarism include:
  - a. copying another student's homework assignment.
  - b. copying from the Internet for a homework assignment or presentation.
  - c. but there are also many other ways to commit plagiarism.
- Avoiding plagiarism of outside sources is normally very easy. Instructors may inform students that they may avoid plagiarism simply by stating in writing that they are quoting the source,

providing detailed identification of the source, indicating with quote marks or indentation the exact words that are copied, and then following the copied material with their own original explanation of their own opinion about the topic.

- An instructor finding a student in her/his class guilty of plagiarism, shall inform the student their submission has received a failing grade and that their offense will be reported to the Teaching Management Office.
- The Student Services Manager will meet with the offending student and inform them of the consequences of any repeated violations during the remainder of their studies at BFSU.

<b>Course Title</b>	<b>Principles of Marketing</b>
---------------------	--------------------------------

<b>Course Provider</b>		<b>Teaching Language</b>	English
------------------------	--	--------------------------	---------

<b>Level of Students</b>	Undergraduate- 2 <sup>nd</sup> Term/1 <sup>st</sup> Year	<b>Course Duration</b>	48 hours
--------------------------	---	------------------------	----------

<b>Credits</b>	3	<b>Category</b>	Business
----------------	---	-----------------	----------

<b>Objective &amp; Overview of the Course</b>	This course sets the foundation of students' understanding not only of the principles of marketing, but also the role that it plays in the organization as a whole. As such, it describes the vital aspects of the marketing process, and relates those aspects to other organizational and business-related issues. Specifically, the course aims to illustrate how marketing seeks, finds, attracts, satisfies, and retains customers so that the organization can make a sustainable profit in an ethical manner.
---	--

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Outline and describe key marketing definitions and concepts</li> <li>• Explain strategic management and the role of marketing in strategic planning</li> <li>• Describe the major environmental forces affecting organizations, and explain how organizations react to these forces</li> <li>• Explain consumer and business buyer behavior</li> <li>• Define and discuss the four major steps in designing a customer-driven marketing strategy</li> <li>• Define, explain, and discuss the four major elements in the marketing mix and indicate how they contribute to creating value for customers.</li> <li>• Explain the fundamentals of competitive marketing strategies.</li> <li>• Explain how companies adapt marketing mixes for international markets.</li> <li>• Explain the role of ethics in marketing.</li> </ul>
--------------------------	---

<b>Teaching Methods</b>	<p>The teaching method followed in this course comprises lectures, class discussions, case study applications, and continuous assessment. The lecturer will use the basic approach of a standard lecture to introduce fundamental theoretical principles to students. Students will then be given the opportunity to embed those principles with the help of a relevant case study.</p> <p>In-class discussion will be encouraged, and, to that end, students are expected to enter the classroom armed with prior knowledge obtained by reading the relevant chapter(s) in the textbook.</p> <p>In order to ensure that students remain up-to-date with their home study, in-class quizzes will be held on a regular basis. These quizzes will form part of the formal assessment applied in this course.</p>
-------------------------	--

<b>Syllabus</b>	
<b>No.</b>	<b>Contents</b>
Week 1	<b>Chapter 1: Marketing: Managing profitable customer relationships.</b> Introduction of course material, syllabus, class introductions. Introduction to marketing.

	<i>Case study: Coca-Cola (Marketing in China)</i>
Week 2	<b>Chapter 2: Company and marketing strategy: Partnering to build customer relationships.</b> Students to give feedback on first case study analysis in class. <i>Case study: How the Big Mac became the hottest thing between buns (How the Cadillac got its fins)</i>
Week 3	<b>Chapter 3: The marketing environment</b> Feedback on case study analysis. Quiz. <i>Case study: How Swatch saved the Swiss watch industry (How the Cadillac got its fins)</i>
Week 4	<b>Chapter 4: Managing marketing information.</b> Feedback on case study analysis. <i>Case study: Budweiser (Marketing in China)</i>
Week 5	<b>Chapters 5 and 6: Consumer markets and consumer buyer behavior/Business markets and business buyer behavior</b> Feedback on case study analysis. Quiz. <i>Case study: How the VW bugged Detroit's autocracy (How the Cadillac got its fins)</i>
Week 6	<b>Chapters 7 and 8: Customer-driven marketing strategy: Creating value for target customers/Product/services, and branding strategy</b> Feedback on case study analysis. Quiz. <i>Case study: Future Cola (Marketing in China)</i>
Week 7	<b>Chapter 9: New-product development and product life-cycle strategies</b> <b>Feedback on case study analysis</b> Comprehensive quiz <i>Case study: How Jell-O got the shakes (How the Cadillac got its fins)</i>
Week 8	<b>Chapters 10 and 11: Pricing products: Understanding and capturing customer value/Pricing products: Pricing strategies</b> Feedback on case study analysis <i>Case study: Galanz's strategy of low-priced competition (Marketing in China)</i>
Week 9	<b>Chapters 12 and 13: Marketing channels and supply chain management/Retailing and wholesaling</b> Feedback on case study analysis <i>Case study: How the life saver got its hole (How the Cadillac got its fins)</i>
Week 9	<b>Midterm Examination week. The date, time, and venue of the midterm test will be made available to students in due course. The midterm test will cover Chapters 1 – 11 in the prescribed textbook.</b>
Week 10	<b>Chapter 14: Communicating customer value: Integrated marketing communications strategy</b> Feedback on case study analysis <i>Case study: Hong Kong city's brand image (Marketing in China)</i>
Week 11	<b>Chapter 15: Advertising and public relations</b> Feedback on case study analysis Quiz <i>Case study: WD40: Petroleum distillate ... or elixir of the gods? (How the Cadillac got its fins)</i>
Week 12	<b>Chapter 16: Personal selling and sales promotion</b> Feedback on case study analysis <i>Case study: Dell in China (Marketing in China)</i>
Week 13	<b>Chapter 17: Direct and online marketing: Building direct customer relationships</b> Feedback on case study analysis <i>Case study: Proctor &amp; Gamble Co. (Strategic Marketing)</i>
Week 14	<b>Chapter 18: Creating competitive advantage</b> Feedback on case study analysis <i>Case study: L'Oreal Nederland, BV. (Strategic Marketing)</i>
Week 15	<b>Chapter 19: The global marketplace</b> Feedback on case study analysis <i>Case study: Microsoft (Marketing in China)</i>

Week 16	<b>Chapter 20: Marketing ethics and social responsibility</b> Preparation for examination
Week <b>FINAL EXAM</b>	<b>FINAL EXAMINATIONS</b> The final exam will cover all of the material studied in this course.

Assessment	
Methods	Weighting
Attendance and participation	10
In-class quizzes	10
Individual case study analysis project	10
Group project	10
Mid-term test	20
Final examination	40
<b>Total</b>	<b>100</b>

Assessment Criteria	
<b>100 point scale</b>	
90 and higher	Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.
80 - 89	Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.
70 - 79	Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.
60 – 69	Student barely meets minimum standards of undergraduate level work with difficulty
59 and below	Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.

Recommended Textbook and References
<p><b>Primary Textbook:</b></p> <p><i>Kotler, P. &amp; Armstrong, G.</i> 2009. <i>Principles of Marketing</i>. 12<sup>th</sup> Ed. Pearson Education Asia.</p> <p><b>Secondary Reference Works:</b></p> <p><i>Cravens, D.W. &amp; Piercy, N.F.</i> 2009. <i>Strategic Marketing</i>. 9<sup>th</sup> Ed. McGraw-Hill.</p> <p><i>Kotler, P., Keller, K.L., &amp; Lu, T.</i> 2009. <i>Marketing Management in China</i>. Pearson Education South Asia.</p> <p><i>Mingo, J.</i> 1994. <i>How the Cadillac got its fins and other tales from the annals of business and marketing</i>. Harper Business.</p>

## IMPORTANT INFORMATION

### 10. Attendance

Class attendance is graded, and required. BFSU-SolBridge policy is that a student may not miss more than 30% of the classes or they will be dismissed from the course. If you have a special circumstance, please inform administration immediately.

It is the student's responsibility to attend classes and consult designated notice boards and websites

for correct and up-to-date information regarding the course, including examination times. Relying on fellow students to pass on information may result in incorrect information for which the University will not be held responsible.

## **11. Examinations**

The final exam will cover all of the material studied in this course. All final exams will be held during the official examination period.

## **12. Plagiarism**

Purpose: This policy defines the concept and specifies the academic penalties that will accrue to students who are found guilty of plagiarism.

Statement:

- To plagiarize is to commit literary theft:
  - a. to steal and pass off (the ideas or words of another) as one's own
  - b. to use (another's production) without crediting the source
  - c. to present as new and original an idea or product derived from an existing source (Merriam-Webster Online Dictionary, <http://www.merriam-webster.com/dictionary/plagiarize>, accessed April 200).
  - d. In other words, plagiarism is one type of fraud. It involves both stealing someone else's work and lying about it afterward.
  - e. Plagiarism is an actual crime.
- Common examples of plagiarism include:
  - a. copying another student's homework assignment.
  - b. copying from the Internet for a homework assignment or presentation.
  - c. but there are also many other ways to commit plagiarism.
- Avoiding plagiarism of outside sources is normally very easy. Instructors may inform students that they may avoid plagiarism simply by stating in writing that they are quoting the source, providing detailed identification of the source, indicating with quote marks or indentation the exact words that are copied, and then following the copied material with their own original explanation of their own opinion about the topic.
- An instructor finding a student in her/his class guilty of plagiarism, shall inform the student their submission has received a failing grade and that their offense will be reported to the Teaching Management Office.
- The Student Services Manager will meet with the offending student and inform them of the consequences of any repeated violations during the remainder of their studies at BFSU.

<b>Course Title</b>	<b>Cross Cultural Management</b>
---------------------	----------------------------------

<b>Course Provider</b>		<b>Teaching Language</b>	English
------------------------	--	--------------------------	---------

<b>Level of Students</b>	Undergraduate- 2 <sup>nd</sup> Term/1 <sup>st</sup> Year	<b>Course Duration</b>	48 hours
--------------------------	---	------------------------	----------

<b>Credits</b>	3	<b>Category</b>	Business
----------------	---	-----------------	----------

<b>Objective &amp; Overview of the Course</b>	<p>This course will help provide students with an understanding of effective cross-cultural management and the challenges that are likely to be encountered when working with people from diverse places and backgrounds. More specifically, we will learn how to understand and deal with cultural differences when conducting business with people from various places and backgrounds. Culture does not only include race, but also ethnicity, language, social background, and class background. Moreover, we will look into various subcultures that people often disregard. By the end of the course, you will learn to adapt to different cultures and communicate in an effective way with people from diverse backgrounds.</p>
---	---

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <p>Understand different cultural backgrounds and learn to interact with people from various backgrounds.</p> <p>Students will also learn how to write and present to various parties.</p>
--------------------------	--

<b>Teaching Methods</b>	<p>The class will be structured as a mixture of lecture, discussions, and a mock business meeting. At the beginning of each class, we will discuss the theme for the week. The second half of class will consist of group work, presentations, and/or debates. At the end of each class, students must either present what they discussed in groups or turn in a short report. Due to the heavy class participation requirement, students must have done the readings for the week, attend class, and be prepared to engage in active discussion.</p>
-------------------------	---

<b>Syllabus</b>	
No.	Contents

<b>Topic</b>
Introduction
Becoming global
Acknowledging cultural differences

Understanding the role of culture
Bribe vs. gifts
Communicating
Cross cultural negotiations
Midterm Review
<b>Midterm Exam</b>
Global alliances
Language
Making presentations for a multi cultural audience
Group meetings
Managing a global office
<b>Group Presentations</b>
Final Review
<b>Final Exam</b>

- .
- .

<b>Assessment</b>	
Methods	Weighting
Attendance	10%
Participation	10%
Reading Quiz	10%
Interview Assignment	10%
Presentations	20%
Midterm	20%
Final	20%
<b>Assessment Criteria</b>	
100 point scale:	
90 and up:	Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.
80--89:	Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.
70--79:	Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.
60--69:	Student barely meets minimum standards of undergraduate level work with difficulty
59 and below:	Student shows evidence of refusal or inability to meet minimum standards of undergraduate level work.

- .



Course Title	<b>Statistics for Business</b>
--------------	--------------------------------

Course Provider	Ethan F Chung <a href="mailto:uncle.ethan@yahoo.com">uncle.ethan@yahoo.com</a> Office: IBS Bldg Room 311 Consultation: Tuesday 3 to 5pm	Teaching Language	English
-----------------	--	-------------------	---------

Level of Students	Undergraduate 2 <sup>nd</sup> Term/1 <sup>st</sup> year	Course Duration	48 hours
-------------------	--	-----------------	----------

Code	UY122	Credits	3	Category	Business
------	-------	---------	---	----------	----------

Objective & Overview of the Course	<p>This is an introductory course in Business Statistics, essential for students planning further studies in a business, economics or finance course. This course aims to:</p> <ul style="list-style-type: none"> <li>▪ Introduce students to the different types of data.</li> <li>▪ Develop students' understanding of the steps in a statistical process: collection, presentation, organization, description, analysis and interpretation of quantitative data.</li> <li>▪ Develop students' understanding of probability and probability distributions and their applications in solving business problems and making business decisions.</li> <li>▪ Introduce students to the concepts of sampling, estimation and confidence intervals.</li> <li>▪ Develop students' understanding and skills in designing and testing of a hypothesis.</li> <li>▪ Introduce students to multivariate data through correlation, forecasting and regression.</li> </ul>
------------------------------------	---

<b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Recognize the differences between various types of data.</li><li>▪ Collect, present, describe, analyze and interpret quantitative data.</li><li>▪ Use concepts in probability and probability distributions to solve business problems and make statistical business decisions.</li><li>▪ Understand the concepts of sampling, estimation and confidence intervals.</li><li>▪ Design and test hypotheses; and understand the errors that may occur.</li><li>▪ Construct simple forecasts and apply regression techniques.</li><li>▪ Use computer applications to present, organize and analyze quantitative data; and to make business decisions.</li></ul>
--------------------------	--

Teaching Methods	Topics for the course will be presented through weekly 3-hour lectures/seminars. Materials will be presented at the lectures/seminars followed by worked examples and case studies. Emphasis will be placed on problem solving. Students should attempt to solve the problems presented in the lectures and seminars. Students will also need to solve problems using computer packages such as MS Excel.
------------------	---

Syllabus	
No.	Contents
	<p><u>Statistics and Data</u></p> <ul style="list-style-type: none"> <li>▪ Introduction to Statistics</li> <li>▪ Types of data</li> <li>▪ Collecting, Presenting, Organizing, Describing, and Interpreting data</li> </ul> <p><u>Probability and Decision Making</u></p> <ul style="list-style-type: none"> <li>▪ Probability, Dependent and Independent Events, Conditional Probability</li> <li>▪ Probability trees, Bayes Theorem, Contingency tables</li> </ul> <p><u>Probability Distributions</u></p> <ul style="list-style-type: none"> <li>▪ Discrete and Continuous Random Variables</li> <li>▪ Probability distributions: Uniform, Binomial, Poisson and Normal distributions</li> <li>▪ Calculating probabilities using formulae and tables</li> </ul> <p><u>Sampling and Estimation</u></p> <ul style="list-style-type: none"> <li>▪ Samples and Sampling</li> <li>▪ Point Estimates</li> <li>▪ Confidence Intervals</li> </ul> <p><u>Hypothesis Testing</u></p> <ul style="list-style-type: none"> <li>▪ Null and Alternate Hypotheses</li> <li>▪ Testing Hypothesis</li> <li>▪ One and two sided tests</li> <li>▪ Test Statistic, Significance Level, t-tests, p-values</li> <li>▪ Rejecting/ Fail to reject Null Hypothesis</li> <li>▪ Type I and type II errors</li> </ul> <p><u>Correlation, Forecasting and Regression</u></p> <ul style="list-style-type: none"> <li>▪ Correlation</li> <li>▪ Dependent and Independent variables</li> <li>▪ Simple (OLS) Regression</li> <li>▪ Explanatory Power</li> </ul>

Assessment	
Methods	Weighting
Attendance and Class Participation	20%
Coursework (including quiz and computer lab assignments)	20%
Mid-Semester Test	20%
Final Examination	40%
<p><i>* To earn the maximum marks in this component, a student is expected to attend classes and participate accordingly.</i></p> <p><i>** To pass this course, a student MUST pass the final examination.</i></p>	

Assessment Criteria
<p>100 point scale:</p> <p>90 and up: Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.</p> <p>80--89: Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.</p> <p>70--79: Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.</p> <p>60--69: Student barely meets minimum standards of undergraduate level work with difficulty</p>

Recommended Textbook and References
<p>Ron LARSON and Betsy FARBER. <i>Elementary Statistics</i> (2<sup>nd</sup> edition). Tsinghua University Press.</p>