

## Global Economics

### Syllabus

Instructor: Prof. Dr. Harald Sander  
Office: Cologne University of Applied Sciences, Faculty of Economics and Business Administration,  
Claudiusstrasse 1, Room 125  
Telephone: +49-221-8275-3419  
FAX: +49-221-8275-3131  
email: gh.sander@t-online.de  
homepage: <http://www.wi.fh-koeln.de/homepages/sander/>  
Class Hours: To be determined (TBD)  
Office Hours: TBD

#### I. TEXTBOOKS, ETC.

Required: Pugel, Thomas A. (2007). *International Economics*. McGraw-Hill International Edition.  
Required: Dicken, Peter (2003), *Global Shift, Reshaping the Global Economic Map in the 21st Century*, 4<sup>th</sup>  
Edition, The Guilford Press 2003  
Required: Journal articles, case studies and book chapters from the recommend reading list below as assigned

#### Further recommend readings:

Bhagwati, J. (2005). *In Defense of Globalization*. Oxford University Press  
Dehesa, G. de la (2006). *Winners and Losers in Globalization*. Blackwell Publishing.  
Fратиanni, M, (ed.) (2006). *Regional Economic Integration*. Research in Global Strategic Management-JAI Press  
Friedman, Thomas L. *The World is Flat*. Anchor Books, New York, 2005.  
Krugman, P., Obstfeld, M. (2005). *International Economics: Theory and Policy*. 7<sup>th</sup> Edition (or later). Addison-Wesley  
Porter, Michael (1990). *The Competitive Advantage of Nations*. The Free Press  
Stiglitz, Joseph (2006). *Making Globalization Work*. Penguin  
Wolf, Martin (2004). *Why Globalization Works*, B&T  
*The Economist* (current issues; industry specials).  
*Financial Times* (current issues, industry specials)

#### II. PURPOSE OF COURSE

This course is designed to give the participants a detailed and thorough understanding of the global business environment, organisation are confronted with in the 21st century. The major driving forces of globalization and regionalization in the global economy are analyzed and their impact on nations, organization and people is discussed. In particular, the course offers an in-depth inquiry of the determinant and consequences of international trade and investment and the role of national and international trade policies. On the base of this acquired knowledge, participants will analyze how globalization of trade and investment affects competitive advantages and strategies of major global industries in practice.

#### III. LEARNING OBJECTIVES

The students should gain a thorough understanding of the globalization of production, trade and investments and its impact on company operations and performance. Upon successful completion of the course, the student will be able to:

- Understand the major driving forces of globalization and its impact on people, organizations and countries.
- Able to assess the impact of national and international trade policies and its impact on company strategy and performance.
- Perform in-depth analysis of global business strategies of major international industries.

#### IV. COURSE REQUIREMENTS

The first part of the class is devoted to an in-depth discussion of the determinants and effects of global trade, investment and trade policies. The discussed topics include

- Globalization and regionalization of production, trade and investment.
- Determinants and effects of international trade
- Trade policies in industrial and developing countries
- The multilateral trading system and the World Trade Organization (WTO)
- Regional integration
- Determinants and effects of foreign direct investments
- Globalization and regional production networks

In the second part of the course participants are required to prepare and present assigned industry case studies. In particular, participants will have to work in multi-country teams on how globalization of trade and investment have impacted on competitive advantages of major global industries in practice and how these development have shaped the internationalization strategies of these industries. A non-exclusive list of industries to be analyzed includes the textile and garments industry, the automobile industry, the semiconductor and electronics industry, the financial services industries and the distribution industries.

The instructor will assign the industry studies to teams of approximately 4 students with the objective to form teams with participants from various cultural backgrounds. The teams are expected to perform as a professional consulting team with the task to provide an in-depth and up-to-date analysis of the current situation of the investigated industry. The research will be based on available analyses in the literature as well as team work of previous GLOBAL MBA cohorts as it becomes available over time. In this respect the required work is “replication research” as it will update and – if necessary – revise previous analyses and assessments as it is common in the consultancy business. As far as parts of previous works are included in the report, these parts need to be clearly indicated and quoted. Moreover, the team has the task to identify major challenges to the industry which may require further research work. In this respect, the team will lay the foundations for the master thesis research work.

The papers will be made available to all past, present and future GLOBAL MBA students. For this reason the industry studies have to be submitted not only as a hard copy but also as a MS-Word file (to check the “own contribution” of the team and proper citation) and as PDF-file (to publish on the GLOBAL MBA website).

Regular classroom attendance and active participation is required. Students are expected to have a sufficient prior knowledge of microeconomics.

#### V. GRADING

Students will earn grades according to the following scheme:

Assignment and presentation	50% of final grade
Final examination	50% of final grade

It is a formal requirement that the team members must indicate which parts of the assignment are written by the individual team members. However, the grades for the assignment and presentation will be group grades unless otherwise requested by participants prior to final submission.

# International Management Accounting

## Syllabus

Instructor: Prof. Dr. Kurt Bienert  
Office: Cologne University of Applied Sciences, Faculty of Economics and Business Administration,  
Claudiusstrasse 1, Room 348  
Telephone: +49-221-8275-3421  
FAX: +49-221-8275-3131  
Email: kurt.bienert@fh-koeln.de  
Class Hours: To be determined (TBD)  
Office Hours: TBD  
Prerequisites: Cost accounting

### I. TEXTBOOKS, ETC.

Required: Drury, Colin (2005). *Management Accounting for Business*, London: Thomson Learning.  
Required: Gray, Sidney J., Stephen B. Salter, and Lee H. Radebaugh (2001). *Global Accounting and Control: A Managerial Emphasis*. New York: John Wiley & Sons.

### Further recommended readings:

Anthony, Robert N., Govindarajan, Vijay (2007). *Management Control Systems*. New York: McGraw-Hill/Irwin  
Merchant, Kenneth A., Van der Stede, Wim A. (2006). *Management Control Systems: Performance Measurement, Evaluation, and Incentives*. FT: Prentice Hall.  
Collier, Paul M. (2006). *Accounting for Managers; Interpreting Accounting Information for Decision-Making*. Chichester: John Wiley & Sons.

### II. PURPOSE OF COURSE

The module aims at developing a thorough understanding of management accounting as an integrative tool for firms to excel in international competition. The course integrates theoretical and practical workings. The focus of the theoretical work is how to obtain and use information on planning, control and performance measurement in an international context. The practical work consists of a management simulation game: "Learning business by doing business".

### III. LEARNING OBJECTIVES

The students should gain a thorough understanding of planning, control and performance measurement in multinational companies as these functions play a critical role in successful international management practices.

Upon successful completion of the course, the student will be able to:

- Understand the process of translating organizational goals and objectives into specific activities and the resources that are required, via the short-term (budgeting) and long-term planning processes, to achieve the company's goals and objectives.
- Able to assess the management accounting control systems that international organizations use.
- Simulate a business.
- Transfer a high degree of knowledge into operating experience.
- Apply a holistic approach of thinking and acting through which they must take other parties into account. The roles of teamwork and competition among the simulated companies are therefore significant.

#### IV. COURSE REQUIREMENTS

This class will be taught as a seminar in an interactive fashion with the instructor serving as a facilitator for student discussion of the various issues raised in the different chapters and in the management simulation.

The first part starts with the basics of management accounting and continues with international issues of management accounting. The discussed topics include

- The budgeting process and management control systems
- Divisional financial performance measures
- Transfer pricing in divisionalized companies
- Global organization, coordination and control
- Comparative international management accounting
- Planning and performance evaluation in multinational enterprises
- Global transparency and disclosure.

In the second part of the course, which runs partly parallel to the first part, participants are required to run a virtual company. The participants of the simulation take over the management role of a company. The instructor will assign the virtual companies to teams of 4 to 5 students with the objective to form teams with participants from various cultural backgrounds. The teams are expected to compete in teams against other simulated companies in a simulated market. Through their decisions, the participants influence the success of their company. Thus, they learn about the interrelatedness of a company and about the internal and external factors that affect its economic success. Simulation participants experience typical conflicts of goals in managing their companies. They learn of business methods and the application of information sources, as well as how to deal with uncertainty in their decision-making. They also learn to come to decisions in teams despite time constraints.

Regular classroom attendance and active participation is required. Students are expected to have a sufficient prior knowledge of cost accounting.

#### V. GRADING

Students will earn grades according to the following scheme:

- a. Management game (50 % of grading):
  1. Team performance (Shareholder earnings and supplementary planning quality)
  2. Peer Evaluation
- b. Final exam (1 hour) (50 % of grading)

# Business Strategy and Game Theory

## Syllabus

Instructor: Prof. Dr. Sylvia Heuchemer  
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Claudiusstrasse 1, Room 316  
Telephone: +49-221-8275-3431  
FAX: +49-221-8275-3131  
email: sylvia.heuchemer@fh-koeln.de  
homepage: <http://www.wi.fh-koeln.de/homepages/heuchemer/>  
Class Hours: To be determined (TBD)  
Office Hours: TBD

### I. TEXTBOOKS, ETC.

Required: Dixit, A., B. Nalebuff (1993). *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*. W.W. Norton & Company.  
Required: Greenwald, B., J. Kahn (2005). *Competition Demystified: A Radical Simplified Approach to Business Strategy*. Penguin Group.  
Required: Journal articles, case studies and book chapters from the recommend reading list below as assigned

#### Further recommend readings:

Brandenburger, A., B. Nalebuff (1996). *Co-Opetition: A Revolution Mindset That Combines Competition and Cooperation: The Game Theory Strategy That's Changing the Game of Business*. Doubleday  
Kreps, David M. (2004). *Microeconomics for Managers*. W.W. Norton & Company.  
McGuigan, J.R., Moyer, R.Ch., Harris, F. (2005). *Managerial Economics: Applications, Strategy, and Tactics*, 10<sup>th</sup> edition (or later). Thomson Corporation.  
Porter, Michael (1980). *Competitive Strategy*. The Free Press  
Porter, Michael (1990). *The Competitive Advantage of Nations*. The Free Press

### II. PURPOSE OF COURSE

Managerial decisions are not made in isolation. In fact, managers must act and think strategically as they have to take into account the likely responses of their competitors. In turn, the profits of the competitors depend on the action the managers will take. Game Theory offers a systematic way of analyzing strategic decision-making in such an interactive environment. The objective of this course is to develop the basic tools of game theory and its application to business strategies. The course should enhance student's ability to think strategically in complex situations.

### III. LEARNING OBJECTIVES

Upon successful completion of the course, the student will be able to:

- Analyze real life business strategies in terms of strategic interaction and its impact on company performance
- Apply game-theoretic methods to managerial decision making
- Perform in-depth analysis of global business strategies

### IV. COURSE REQUIREMENTS

The first part of the class introduces game theory and its application to business strategies. The discussed topics include

- What is a Game?
- Simultaneous Games
- Sequential Games
- Mixed Strategies
- Cooperation

- Threats and Credibility

In the second part of the course, the students are required to prepare and present assigned case studies based on strategic situations in global business. The case studies should include background information of the major players, a detailed description of the strategic situation and how the theoretical concepts can be used under the condition of strategic interaction in a global business environment.

Regular classroom attendance and active participation is required. Students are expected to have sufficient prior knowledge of microeconomics.

#### V. GRADING

Students will earn grades according to the following scheme:

Assignment and presentation	40% of final grade
Final examination	60% of final grade

Course: **Intercultural Communication**

Course Number:

Credits: 3

Contact Hours: 40 +

Prerequisites: None

Instructor: Professor Dr. Lothar Cerny

**Type:** Interactive lecture, team work, coursework assignments, seminar presentations, and discussions

**Course Description:** International business requires the ability to operate and to co-operate in multi-cultural settings. Students will therefore be given an introduction to the theory of cultural otherness (Xenology), ways of becoming aware of cultural difference and of dealing with them in a variety of communicative situations. Practical intercultural training will be integral part of the course. A field study will expose students to the practice of intercultural communication.

**Objectives:** Students should acquire problem solving skills in intercultural settings. In particular, they should develop their abilities to analyze communicative situations, to evaluate cultural difference, to recognize the effect of their own cultural conditioning, and to communicate with people of different cultural backgrounds, i.e. they should achieve intercultural competence.

**Course Outline:**

1. Introduction: Essential categories of intercultural studies
  - 1.2. Identity and foreignness: perception and construction
  - 1.3. Comparative cultural perspectives
  - 1.4. Intercultural communication, empathy, interaction
  - 1.5. Ethnocentrism and communication failure
  - 1.6. Stereotype, generalization
  - 1.7. Intercultural mediation
2. Practical training: intercultural training games
3. Field study: Coming to terms with cultural difference in Germany
  - 3.2. Strategies of coming to terms with being foreign in Köln: culture shock, self-perception, experience of foreign categories, institutions, people, studying in a different academic culture
  - 3.3. Manifestations of German culture: behavior(s), living styles, cultural scenes

**Textbooks:**

Hall, Edward, T. *The Silent Language*. New York: Random House 1990.

Lewis, Richard D. *When Cultures Collide*. Nicholas Brealey Publ., 1999.

## Business Environment: Germany

### Syllabus

Instructor: Prof. Harald Weyel, PhD  
Office: Cologne University of Applied Sciences, ITMK, Mainzer Straße 5, 4<sup>th</sup> floor, Room 450  
Telephone: (221) 8275-3304  
FAX: (221) 8275-3991  
email: harald.weyel@fh-koeln.de  
Class Hours: To be determined (TBD)  
Office Hours: TBD

#### I. TEXTBOOKS, ETC.

Required: Craig, Gordon A. *The Germans*. Penguin Books, New York, 1991 (only as a basic and initial reading).  
Required: Journal articles as assigned.  
Required: *Spiegel-Online* (available in English); *Der Spiegel special (International Edition)*, e.g.: *The Germans*, Hamburg, April 2005 (Germany's most famous weekly magazine); website *dhm.de* (the milestones of German/European/world history since 1871 in English & German language).  
Recommended: *The Economist*; *Der Spiegel*; *Die Wirtschaftswoche* (current issues; library or subscription).

#### II. PURPOSE OF COURSE

This is a required course in the GlobalMBA program. The purpose of this course is to familiarize students with the business environment in Germany through reading and discussion of business topics, as well as through organized visits to various companies. The course will help students to identify those aspects of the German/European/overseas business environment that make the past and present German situation and market unique.

#### III. LEARNING OBJECTIVES

Upon successful completion of the course, the student will be able to:

- Describe the business environment in Germany on the background(s) of German (socio-economic, political and cultural) history.
- Compare and contrast the business environment of Germany with those in the United States, Poland, and China
- Demonstrate the ability to research a market and/or company and present that research in a concise, engaging format

#### IV. COURSE REQUIREMENTS

The course consists of both standard classroom activities and visits to businesses.

Business visits consist of several visits to companies. Attendance and active participation is required of all students. Business attire is required. These visits include discussions with top-level executives and/or PR officials, as well as plant tours. In order to prepare properly for these visits, a team of students will research the company and present their findings to the class during the week before the visit. A different team will lead a post-visit debriefing session.

In addition to presentations about companies, classroom activities include reading assigned material and being prepared to discuss that material in class every day. Both general readings and current periodicals are required. Every student is expected to bring at least one relevant article from *Der Spiegel*, *The Economist*, *The Wall Street Journal* or other business periodical for discussion each class day. Articles should highlight some aspect of the German environment, and the student should be prepared to explain how.

Your class participation grade is ultimately subjective, based on my perception of what you have contributed to the class discussions. You have the opportunity to influence my opinion during class, but not after the grade has been awarded. I will provide you with input regarding your participation periodically. If you want to discuss your participation grade (or how you can improve your participation), please feel free to see me at any time. If you are concerned about your ability to participate fully in discussions, I will be happy to try to help you become more comfortable. Just ask. Reading a publication such as *Der Spiegel* or *The Economist* or *The Wall Street Journal* regularly will help you in this endeavor.

The course will include one midterm and a comprehensive final. In addition to classroom lectures, exams will cover all assigned reading, current business news, and material from business visits.

#### V. GRADING

Students will earn grades according to the following scheme:

Midterm examination	25% of final grade
Classroom participation	25% of final grade
Business visit participation	25% of final grade
Final examination	25% of final grade

Grades are assigned on a 10-point scale: 90-100=A, 80-89=B, 70-79=C, 60-69=F. No +/- grades will be used, nor will a D grade. Any exam or project turned in late will be penalized at the rate of 25% per day against the maximum value of the work. *This penalty applies regardless of the legitimacy of the excuse.* In particular, computer and printer problems, whether hardware or software, will not get you any special treatment. There will be no exceptions. Plan ahead and don't procrastinate.

#### VI. ACADEMIC INTEGRITY

Working together is a wonderful way to learn, and your instructor encourages it. You may (and should!) work with others in this class on any activity except examinations. All examinations, whether in-class or take-home, must be individual efforts.

Plagiarism is taking someone else's work and passing it off as your own. Plagiarism includes taking phrases, sentences, or paragraphs from someone else's writing and using them in your own writing without providing true attribution of their source. Avoiding plagiarism, of course, does not mean neglecting to conduct solid research. It is appropriate to read what various scholars and experts have learned about an issue before you form your own conclusions about it. However, you must ensure that you understand the literature. At a minimum, students should rephrase the literature's content, rather than quoting it verbatim. This practice also helps to ensure student understanding of the issue, as you cannot write intelligently unless you do know your subject. Another way to avoid plagiarism is to ensure that you utilize a large number of sources, so that your knowledge goes beyond that of any particular book or article.

The internet now provides students with the opportunity to purchase term papers or otherwise copy someone else's work. Turning any work that is not your own is a violation of academic integrity.

With regard to these and all other issues of academic integrity, students are also expected to adhere to the code of conduct as outlined in the UNF catalog. Anyone caught violating the academic integrity code will be disciplined fully.

#### VII. STUDENTS WITH DISABILITIES

In Germany: In case you feel eligible for additional help (according to German legislation and in the same way as all our students with disabilities)—please inform Mrs. Schall ([dagmar.schall@fh-koeln.de](mailto:dagmar.schall@fh-koeln.de)) ahead of your arrival. In the USA: If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform Dr. Steagall of your needs during the first week of class so that he may take appropriate action. You should also notify the Office of Disabled Services Programs at 620-2769 concerning any needs you may have.

#### VIII. CLASSROOM ETIQUETTE

Students are expected to remain polite during classroom discussions and business visits. Even during heated debates, you must treat your classmates with respect. Violation of this policy will result in a reduction of your class participation grade. For example, you should not make derogatory remarks about your classmates' ideas. Instead, explain why you think they are wrong, backing up your viewpoint with sound economic analysis and refrain from personal attacks. Another example is being quiet while someone else (including your instructor!) has the floor.

You may *not* use cellular telephones or pagers in class. If you bring them to class, the *must* be turned off. If there is an emergency situation that requires you to have an active telephone or pager in class, you *must* notify your instructor *in advance* begins that your equipment will be turned on. In such cases, pagers (and cell phones, if possible) should be set to vibrate, not to sound an alarm. Violation of this policy will result in your being asked to leave the classroom for the remainder of the period. Repeated violations will be reported to the appropriate UNF authorities and will result in disciplinary action.

IX. TENTATIVE COURSE SCHEDULE (To be determined)

**Course:** Applied Intercultural Communication: Germany

**Type:** Seminar

**Course Description:** The course is designed for foreign students without or with very little knowledge of German. The classes will be taught in English., but the course will aim at providing basic German language competence as well.

**Objectives:** The course wants to introduce students to German culture and traditions in the context of their experience of studying in Cologne. The course also aims at providing students with a knowledge of the basic structures of German and practical knowledge of idiomatic expressions and phraseology. This will lead to basic communicative competence and will enable students to master successfully everyday situations.

**Course Outline:** Major course elements will be:

- Introduction to German manners, habits, and culture
- Basic structures of German morphology and syntax
- Building up of a simple vocabulary, especially of structurally important words
- Phonetic exercises especially of sounds that have proved difficult for English and French speakers, especially /ch/, /r/, /e/, /ä/, /ü/, /ö/
- Students will acquire appropriate idiomatic phrases in order to deal successfully with frequently occurring speech types: e.g. *giving and asking information, requesting, offering, accepting, refusing, or complaining* in situations like: *shopping, asking the way, dining, contact with authorities, using public transportation, conducting small talk, visiting pubs and restaurants, behaviour on the phone.*
- relevant everyday situations will be practised in role-play

**Textbooks:**

Handouts will be provided by the lecturer

## GlobalMBA Thesis

### Syllabus

Instructors: Professor Lothar Cerny, Professor Alojzy Nowak, Professor Harald Sander, Professor Jeff Steagall  
Office:  
Telephone:  
FAX:  
email:  
homepage:  
Class Hours:  
Office Hours:

#### I. TEXTBOOKS, ETC.

None.

#### II. PURPOSE OF COURSE

The thesis, including its submission and defense, is a required component of the GlobalMBA program. The purpose of the thesis is to allow students to learn how to conduct a deep, thoughtful, creative investigation of developments in and strategies of major global industries that is properly-grounded in academic methodology. Moreover, due to the intercultural nature of the GlobalMBA, all theses must be conducted by multi-country teams. Learning to work in such a diverse team over an extended period of time is an essential skill for international business. Individual theses are not allowed. The teams are expected to perform as professional consultancy team. As such they will build upon work of previous GlobalMBA cohorts and make their research available to future GlobalMBA cohorts. It is strongly encouraged that the teams link with the investigated industry, including consultancy activities. The terms of such consultancy in conjunction with the thesis, however, must be approved by the GlobalMBA directors.

#### III. LEARNING OBJECTIVES

Upon successful completion of the thesis and its defense, the student will be able to:

- Demonstrate the ability to conduct a large-scale academic research project with real-world application
- Demonstrate the ability to function effectively over time in an internationally-diverse team
- Demonstrate the ability to defend research orally

#### IV. COURSE REQUIREMENTS

Students will form teams and select thesis themes during the first term of the GlobalMBA. Professor Sander will facilitate that work, and may also get faculty from any of the GlobalMBA schools involved at any time. The thesis proposal is due by May 1 (during the semester in Warsaw). Each team must submit the following to Dagmar Schall at FHK via email:

- Table showing team member names and thesis topic
- One-page abstract summarizing the scope of the thesis

Ms. Schall will then forward the information to Professor Sander, who will assign each thesis group a supervisor from among the GlobalMBA directors. Each supervisor will select another faculty member to serve as a second reviewer of the thesis.

From this point, thesis communication will occur primarily through the GlobalMBA Blackboard site. By June 1, the supervisors will provide feedback on the proposals to the teams. Teams will then conduct research and write their theses advised by the advisors. However, they are encouraged to draw upon the expertise of all GlobalMBA faculty, as appropriate.

The completed thesis must be submitted October 1 to Ms. Anne Sheridan at UNF, as follows:

- Four (4) hard copies delivered.
  - Ms. Sheridan will get archival copies to FHK and WU
  - Ms. Sheridan will distribute one hard copy to the supervisor and second reader
- One (1) electronic copy sent as an attachment in Word format. This version will be used to check for web-based plagiarism (see related section below)

- Ms. Sheridan will distribute copies to all program directors and staff
- One (1) electronic copy sent as an attachment in PDF format
  - Ms. Sheridan will distribute copies to all program directors and staff
  - The PDF of the thesis will be made available via the GlobalMBA Blackboard and the alumni-Webpage to all past, present and future cohorts of the GlobalMBA.

One full day (date to be determined, depending on class schedules) will then be devoted to the mandatory thesis defense, which will be open to all faculty from all institutions, some of whom may participate via teleconferencing or other media. Students will briefly present their work (5 minutes). Next will follow a question-and-answer session, during which anyone in attendance may ask questions of the team. Questions may relate to the thesis, or to general knowledge that should have been obtained in the GlobalMBA program. With the permission of the students, videotapes of the defenses will be made, so that those unable to participate during the session may see the results. Teams that have an outstanding may be requested to allow the video to become part of the GlobalMBA website, so that future cohorts may see the expected standard.

#### V. GRADING

The thesis grade will consist of the written thesis (2/3) and the defense (1/3). In keeping with the spirit of the group thesis, the written portion of the thesis will result in the same grade for all team members. However, variations in performances during the defense may result in variations in grades for that portion of the course. Missing thesis deadlines will result in severe grading penalties.

#### VI. ACADEMIC INTEGRITY

Working together is a wonderful way to learn, and your instructor encourages it. You may (and should!) work with others in this class on any activity except examinations. All examinations, whether in-class or take-home, must be individual efforts.

Plagiarism is taking someone else's work and passing it off as your own. Plagiarism includes taking phrases, sentences, or paragraphs from someone else's writing and using them in your own writing without providing true attribution of their source. Avoiding plagiarism, of course, does not mean neglecting to conduct solid research. It is appropriate to read what various scholars and experts have learned about an issue before you form your own conclusions about it. However, you must ensure that you understand the literature. At a minimum, students should rephrase the literature's content, rather than quoting it verbatim. This practice also helps to ensure student understanding of the issue, as you cannot write intelligently unless you do know your subject. Another way to avoid plagiarism is to ensure that you utilize a large number of sources, so that your knowledge goes beyond that of any particular book or article.

The internet now provides students with the opportunity to purchase term papers or otherwise copy someone else's work. Turning any work that is not your own is a violation of academic integrity.

With regard to these and all other issues of academic integrity, students are also expected to adhere to the code of conduct as outlined in the UNF catalog. Anyone caught violating the academic integrity code will be disciplined fully.

#### VII. STUDENTS WITH DISABILITIES

If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform me of your needs during the first week of class so that I may take appropriate action. You should also notify the Office of Disabled Services Programs at 620-2769 concerning any needs you may have.

#### VIII. THESIS DEFENSE ETIQUETTE

Students are expected to remain polite during classroom discussions and business visits. Even during heated debates, you must treat your classmates with respect. Violation of this policy will result in a reduction of your class participation grade. For example, you should not make derogatory remarks about your classmates' ideas. Instead, explain why you think they are wrong, backing up your viewpoint with sound economic analysis and refrain from personal attacks. Another example is being quiet while someone else (including your instructor!) has the floor.

You may *not* use cellular telephones or pagers in class. If you bring them to class, the *must* be turned off. If there is an emergency situation that requires you to have an active telephone or pager in class, you *must* notify your instructor *in advance* begins that your equipment will be turned on. In such cases, pagers (and cell phones, if possible) should be set to vibrate, not to sound an alarm. Violation of this policy will result in your being asked to leave the

classroom for the remainder of the period. Repeated violations will be reported to the appropriate authorities and will result in disciplinary action.