INBU-5300-01 Competing with & Within China
SYLLABUS AND SCHEDULE | Spring 2018

*Course description/rationale*

This course is geared to students who want to learn about the reality of China as a business opportunity as well as a threat together with China’s state of market development.

I draw on over two decades of direct experience in China and recent interviews with 150 CEOs of foreign invested enterprises (FIEs) in China, CEOs of privatized Chinese companies as well as government officials and other experts. We will study:

- China’s competitive environment
- China’s rapid development
- Development and the physical environment
- The Role of the state
- The challenge for government
- Development of infrastructure
- State Owned Enterprises
- Privatized and corporatized companies’
- The competitive advantage of Chinese companies
- Competencies for foreign companies to succeed
- Foreign direct investment into China
- Outward China investment
- Branding in China
- The Intellectual Property challenge
- Etc

China is changing almost by the day so we will rely heavily on contemporary readings as well as some recent research-based texts and other highly readable material. Outside contributors may be invited to share their perspectives.

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

**Course information**

<table>
<thead>
<tr>
<th>Course code:</th>
<th>INBU-5300-01</th>
</tr>
</thead>
<tbody>
<tr>
<td><em># credits:</em></td>
<td>3</td>
</tr>
<tr>
<td><em>Location:</em></td>
<td>PGT 101</td>
</tr>
<tr>
<td><em>Class times:</em></td>
<td>M 6:00PM to 9:00PM</td>
</tr>
<tr>
<td>First session:</td>
<td>April 9</td>
</tr>
<tr>
<td>Last session:</td>
<td>June 11</td>
</tr>
</tbody>
</table>

**Instructor information**

| *Instructor:*          | David McHardy Reid PhD |
| *Phone:*               | 296 2473             |
| *Email:*               | reidd@seattleu.edu   |
| *Office:*              | PGT 513              |
| *Office hours:*        | Monday and Thursday 3:30 pm to 5:30 pm |
| (or) Please phone or email to arrange appointments outside office hours. |
I check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. It is preferable that you do so via Canvas. That way we will be able to preserve a thread. Generally, emails received before 3 p.m. will receive a response before 5 p.m., and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.

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<tr>
<th>Main Topic</th>
<th>Date</th>
<th>Speaker/Video</th>
<th>Case (s)</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: The Party and the Government of China</td>
<td>April 9</td>
<td>Video: Power and People</td>
<td></td>
<td></td>
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<tr>
<td>2. Historical context and contemporary developments*</td>
<td>April 16</td>
<td></td>
<td>The “Chinese Dream”: Corruption, Inequality and the Rule of Law</td>
<td></td>
</tr>
<tr>
<td>Kynge: Ch 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. China’s rapid development and Business environment *</td>
<td>April 23</td>
<td></td>
<td>Apple in China</td>
<td>CA</td>
</tr>
<tr>
<td>Kynge: Ch 2, 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Contemporary environment: America First America Last</td>
<td>May 7</td>
<td></td>
<td>Viagra in China: A Prolonged Battle over Intellectual Property Rights</td>
<td></td>
</tr>
<tr>
<td>Shirk Chs 8, 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kynge: Ch 5, 7, 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. IP Protection Strategy for China: Guest Speaker Fraser Mendel of Mendel</td>
<td>May 14</td>
<td></td>
<td>Uber: Managing a Ride in China</td>
<td></td>
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<tr>
<td>Owens PS</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. Environmental cost of development</td>
<td>May 21</td>
<td>Video: environment</td>
<td>Sanlu's Melamine-Tainted Milk Crisis in China</td>
<td>EM</td>
</tr>
<tr>
<td>Kynge Ch 6</td>
<td></td>
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</tbody>
</table>
### Learning outcomes

On successful completion of this course (i.e. by passing this course), you will be able to

1. Better understand China and its perspective, governmentally as well as in economic and business terms.
2. Develop your capacity to think strategically about companies and the implications that China’s development has.
3. Build your skills in conducting strategic analysis toward building synergies with China
4. Apply conceptual skills so that you are able to integrate the knowledge gained in earlier core courses in the MBA program.
5. Bridge the gap between theory and practice by developing an understanding of when and how to apply the ideas and techniques learned.

### Instructional methods

A major objective of the course is to sharpen your abilities to “think strategically” and to analyze and evaluate China issues from the perspective of a China lens.

Accomplishing this objective means giving you an appreciation of many factors, some historical both ancient and modern.

This course makes use of the Canvas LMS.

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in social settings. This model is technically called “social constructivism.” We will use this model throughout the course, so you can expect to

- be engaged in plenty of classroom activities to build on the readings you have done for each class
- work in small groups during class and for those groups to change on a regular basis

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 28</td>
<td>Memorial Day Holiday</td>
<td></td>
</tr>
<tr>
<td>June 4</td>
<td>Final project presentations (2 or 3)</td>
<td></td>
</tr>
<tr>
<td>June 11</td>
<td>Final project presentations (2 or 3)</td>
<td>FGP Reports</td>
</tr>
</tbody>
</table>
• ask me for clarifications, rather than expecting lectures.

If you find that you haven’t managed to complete a reading before class, you will likely find that particular class frustrating, since we will build on and apply the readings each time (including trouble-shooting the issues you found most perplexing), but class will cover the main materials but not involve exhaustively regurgitating the content of the readings. I hope you find this an engaging and enjoyable approach to learning.

This is both a lecture and case-based course. The analysis and discussion of different industry and company situations is the primary class activity. Your preparation of the cases and participation in the discussions will be critical to your learning and the success of the class as a whole.

The class sessions/modules are organized by week. The final phase of the course consists of your project group presentations on selected companies.

**Evaluation: Overview of assignments**

You will be evaluated in four areas: (1) written case analysis, (2) executive memo (EM), (3) participation (attendance, in-class participation), and (4) a final project. The weights of these elements are as follows:

- Case Analysis (done individually or group of 2) 15%
- Group Case Presentation and report 20%
- Executive memo (individual) 15%
- Participation (individual) 25%
- Final Group Project 25%

Total 100%

**Required readings and materials**

The required textbooks for this course are:

1. Clissold, T. Mr China,
2. Clissold, T Chinese Rules
4. Mann, J. The China Fantasy
5. Cheung, L. Factory Girls
6. Shirk, Susan, China: A Fragile Superpower
7. Case book (see Course Outline above for reading schedule)

Recommended:
- McGregor, R. The Party
- Kissinger, H. Kissinger on China

The texts 1, 2, 3 and 4 are short books that you should read in their entirety, though some specific cross-references are supplied to the Kynge book. The McGregor book illuminates the role of the CCP in China’s Government. The Shirk book is specifically referenced to particular sessions.
These books will provide an essential feel for the flavor and business reality in China. The cases, which we will discuss each week help us drill down and look at the collective business effect.

Complementary readings may be inserted for specific sessions, as I deem appropriate. Other useful sources that deliver a China perspective are:

Caixin: accessible via iPhone app.  
http://www.chinaview.cn/china/index.htm  
http://www.chinadaily.com.cn/  
And from Hong Kong:  
www.scmp.com  

The WSJ is available to you at a discounted rate of $10.00 for a 10-week home or office delivery subscription with full access to wsj.com, a 75%+ discount off of the newsstand price: http://subscribe.wsj.com/quarter.

The Economist is the best and most cost effective source of Global Business news. I encourage you to purchase a student subscription. Print plus digital is on offer to you at a discount for US$1.88 per week. Print or Digital subscription comes at $1.51 per week: https://subscriptions.economist.com/ODR/index.php. Searching rights to the website-based archives are invaluable.

**Recommended resources for additional exploration**

Other resources will be posted on Canvas.

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**Detailed assignment descriptions**

**Case Analyses:** During the quarter you must submit one written analyses (CA) of the case: Apple in China. This, and all other written assignments, is due before the start of the class in which the case will be discussed. An electronic copy should be submitted in the Canvas drop box. Those students assigned to present Apple in China should analyze the adjacent succeeding case, Xioami, and submit to the appropriate drop box (Adjacent Case Analysis).

To encourage interactive learning, these case write-ups may be completed in groups of two students (pairs). Please choose a different partner for each of the two case write-ups, and prepare these case write-ups with your partner for this assignment only. Alternatively, you may do these assignments on an individual basis.

They should be no less than two pages in length if done individually and double that if done as a pair.

Grading of your case analysis will be based on:

- The thoroughness and depth of your analysis.
- The extent to which you present clear, logical, consistent arguments.
- The extent to which your analysis reflects the concepts covered in the course.
- The extent to which the various parts of your paper fit together and build each other.
The extent to which your conclusions and recommendations are specific and justified.

The degree to which your report is well written and organized.

**Group Case Presentations and report:** Groups of 4/5 will present and lead the discussion of the cases each week.

**Group case Reports:**
After each group analyzes and present one case to the class. Thereafter groups will submit a substantial (2000 word) analytical report. These are due at the beginning of class time the week after your presentation.

**Executive Memos:**
You will submit one EM, of at least two pages (600 word minimum) based on a contemporary reading relating to the theme of the course. It must be in short report format with headings.

**Brief for Executive Memos**
You should be reading The Economist, The Wall Street Journal, or something similar. I expect you to identify a topical article, or two, related to the theme of the course: Competing with and within China. Produce a short analytical summary that will stand scrutiny against the grading rubric posted on Canvas. I am not looking for essay format, rather a short report format with headings. Please attach the article(s) on which you draw.

**Participation:** The essence of success is seeing underlying patterns in business situations. The most skillful managers can see patterns that elude others, and the ability to see just a bit more clearly, which is one ability that this course is designed to develop, can make all the difference. This course uses case analyses and in-class case discussions to develop this skill. Its success depends heavily on the quality of class discussion, and so thorough preparation for these discussions is essential.

To prepare for class, please read the case materials, think about the case preparation questions, and discuss your analysis of the case with your study group before class. I will focus primarily on the quality of your contribution in grading class participation, however, it usually takes at least some quantity of participation to make that evaluation.

To help me learn your names quickly, please pick a specific seat for the first few class sessions and complete the data cards I will hand out.

You are expected to attend all classes. You cannot make-up a case discussion that you have missed: there are no outside readings or work you can do that can provide a good substitute for being in class and participating in the discussion. A failure to attend will attract a zero participation score for that week.

**Final Project:** The final project is to be done in your allocated groups. The assignment is as follows:

Select a company in an arena that you believe is especially threatened by China’s advantages, or due to flaws in strategy. Prepare a written report and classroom presentation to address three issues: (1) the company’s current strategy, (2) the reasons for underperformance, and (3) your recommendations for strategic change to meet the China threat and provide a more robust
competitive response. Be sure to explain why the change in strategy that you propose is likely to improve performance. Your report should be not much more than 20 double-spaced typed pages of text (11pt font) with additional exhibits attached.

The last two class sessions (including examination slot) of the course are reserved for oral presentations of final projects. Please submit a copy of your slides at the beginning of class on the day your presentation is scheduled and your written report on the date of the last class: post an electronic version to the drop box provided in Canvas.

Case Discussion and Class Participation

Participation: The essence of China strategy and strategy generally is seeing underlying patterns in business situations. Some students come to case discussions with a pre-prepared point they wish to make and wait for the opportunity to add it to the class discussion. This is not a good strategy. It is unlikely that you will be able to add such a pre-prepared point at just the right moment. Adding it at the wrong moment simply distracts and confuses the direction of discussion. The better strategy is to come to case discussion with a set of issues you have explored and are prepared to discuss in a variety of contexts.

Good case discussions take the group farther than any one individual or study group was able to go on their own. Instructors will develop grades and scores based on the quantity and quality of your classroom contributions. Specifically, my criteria are:

- Are the points made relevant to the discussion?
- Do they go beyond a mere recitation of case facts, and are implications clearly drawn?
- Is there evidence of analysis rather than just expression of opinions?
- Are comments linked to those of others?
- Did the contribution further the section’s understanding of the issues?
- Is the participant a good listener?

Academic resources

My goal is to create a learning environment in which you can be incredibly successful. I will work hard to create and improve the learning environment throughout the quarter/semester based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the university. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies.
LIBRARY AND LEARNING COMMONS
http://www.seattleu.edu/learningcommons/

WRITING CENTER
The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

LEARNING ASSISTANCE PROGRAMS
Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

RESEARCH SERVICES
Need help finding research? Save time by starting with your Research Services Librarians. We are eager to help you at any stage of the research process. Contact us if you need help brainstorming keywords, using our databases, finding articles and books or sorting through the information you find on the internet. Students can receive help in person, by chat, phone, or email, or by scheduling a research consultation.

ACADEMIC INTEGRITY TUTORIAL
https://www.seattleu.edu/academicintegrity/

General course and university policies

Support for students with disabilities
If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

CLASSROOM NORMS
During our first class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. We will also revisit these norms regularly during the quarter/semester. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree.
**MISSED CLASSES**

If you expect to be absent or to be late, please e-mail me beforehand (or as soon as possible). Also please pass on your apologies to your group before the start of class. Remember that a no-show will result in a zero participation score, unless a legitimate reason exists for the absence.

If for any reason you do miss a class, be sure to obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during office hours to discuss. Remember to bring those notes with you so that we can work on your specific, focused questions.

**CELL PHONES, LAPTOPS, AND RECORDING DEVICES**

So that we can all stay focused and get the most from our time in class, all cell phones – including my own – must be turned off except by prior agreement. (For instance, if you’re the primary caregiver for someone, a relative or close friend of someone who’s critically ill in hospital, or an expectant birth partner, please let me know so that we can make a suitable arrangement.)

Good note-taking skills are vital for you in your future careers: You can’t always rely on technology being available, can’t expect to be given prepared summaries or notes, nor can you afford the time to write everything long-hand. It’s important that when you graduate, you have some good note-taking techniques and can differentiate essential facts from background information during a discussion.

Using laptops can be a distraction, both for other students and for the instructor. The temptation to attempt to “multi-task” using technology in class can also be enormous, but to do so would be extremely discourteous to the entire class, and would be a waste of your own learning opportunity. There will be opportunities during class to use your laptops. But I don’t appreciate people surfing the net during class. It distracts me and worsens the learning experience. If I suspect you are doing this, your participation score will likely suffer.

Recording devices can make individuals feel less free to express themselves and can therefore constrain discussion.

Please be respectful of other students’ time and commitment to their studies by not breaching this policy so that we don’t end up in the embarrassing position of having to ask you to leave the class. If your phone does accidentally go off, I expect you to turn it off immediately, and not to answer the call.

**ACADEMIC POLICIES ON THE REGISTRAR WEBSITE**

https://www.seattleu.edu/registrar/academics/performance/

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

ACADEMIC INTEGRITY POLICY
ACADEMIC GRADING GRIEVANCE POLICY
PROFESSIONAL CONDUCT POLICY
(only for those professional programs to which it applies)
Grading procedures and policies

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Numerous research studies have shown that when you actively ask and answer questions, you take greater interest in the material, you clarify shared misconceptions, and you retain more information. I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work. At a minimum, active participation requires regular and attentive class attendance.

The essence of strategy generally is seeing underlying patterns in business situations. The most skillful managers can see patterns that elude others. The ability to see just a bit more clearly is an ability that this course is designed to develop; it can make all the difference. This course uses case analyses and in-class case discussions to develop this skill. Its success depends heavily on the quality of class discussion, and so thorough preparation for these discussions is essential.

To prepare for class, please read the case materials, think about the case preparation questions, and discuss your analysis of the case with your study group before class. I will focus primarily on the quality of your input in grading class participation, however, it usually takes at least some quantity of participation to make that evaluation. I grade participation each session. A no show attracts a zero score.

To help me learn student names quickly, please pick a specific seat for the first class session and remain in that seat through the early weeks of the course.

You are expected to attend all classes. You cannot make-up a case discussion that you have missed: there are no outside readings or work you can do that can provide a good substitute for being in class and participating in the discussion.

This course will make extensive use of Canvas.

Some of you come to case discussions with a pre-prepared point you wish to make and wait for the opportunity to add it to the class discussion. This is not a good strategy. It is unlikely that you will be able to add such a pre-prepared point at just the right moment. Adding it at the wrong moment simply distracts and confuses the direction of discussion. The better strategy is to come to case discussion with a set of issues you have explored and are prepared to discuss in a variety of contexts.

Good case discussions take the group farther than any one individual or study group was able to go on their own. I will develop grades and scores based on the quantity and quality of your classroom contributions. The criteria are:

- Are the points made relevant to the discussion?
- Do they go beyond a mere recitation of case facts, and are implications clearly drawn?
- Is there evidence of analysis rather than just expression of opinions?
- Are comments linked to those of others?
- Did the contribution further the section’s understanding of the issues?
- Is the participant a good listener?
### PARTICIPATION GRADING RUBRIC

<table>
<thead>
<tr>
<th>CRITERION:</th>
<th>POSITIVE ATTRIBUTES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finds ways to connect own comments to the comments made by other students in class.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
<tr>
<td>Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
<tr>
<td>Uses language that is appropriate for the classroom and is courteous towards other students and the professor.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
<tr>
<td>Demonstrates that s/he is doing the reading through questions, answers and comments in class.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
</tbody>
</table>

### NEGATIVE ATTRIBUTES

| Misses class. | Almost never | Seldom | Occasionally | Frequently |
| Shows up late to class. | Almost never | Seldom | Occasionally | Frequently |
| Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches class-generated norms, etc.). | Almost never | Seldom | Occasionally | Frequently |

### GRADING SCALE

Registrar web site ([http://kb.seattleu.edu/registrar/KnowledgebaseArticle10303.aspx](http://kb.seattleu.edu/registrar/KnowledgebaseArticle10303.aspx): “superior,” “good,” “adequate,” “poor,” “failing”) to remind students that at the university level, an A is exceptional and a B is good to help manage expectations. Faculty members devise their own cut-off points for grades, for example:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100–94</td>
</tr>
<tr>
<td>A-</td>
<td>93–90</td>
</tr>
<tr>
<td>B+</td>
<td>89–87</td>
</tr>
<tr>
<td>B</td>
<td>86–83</td>
</tr>
<tr>
<td>B-</td>
<td>82–80</td>
</tr>
<tr>
<td>C+</td>
<td>79–77</td>
</tr>
<tr>
<td>C</td>
<td>76–73</td>
</tr>
<tr>
<td>D+</td>
<td>69–67</td>
</tr>
<tr>
<td>D</td>
<td>66–63</td>
</tr>
<tr>
<td>D-</td>
<td>62–60</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

### SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted in electronic form before the beginning of class via Canvas.
FORMATTING YOUR ASSIGNMENTS

It is important that your work is clearly presented and easy to read. This will enable me to return your work more quickly. Equally, your efforts should be focused on the content, not the layout, so you must present your work as follows.

<table>
<thead>
<tr>
<th>HOW?</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processed</td>
<td>When you graduate, you will be expected to have good IT skills, so it’s important to practice for accuracy and speed. It’s also much easier to read.</td>
</tr>
<tr>
<td>Font: 11 point Arial (for PC) or 11 point Helvetica (for Mac)</td>
<td>Sans serif fonts like Arial and Helvetica are easier to read than serif fonts (e.g. Times New Roman), particularly for people with visual impairment.</td>
</tr>
<tr>
<td>Left aligned</td>
<td>Left-aligned text is easier to read because the spaces between the words are equal. Justified text (where both margins squared) has uneven spaces that can cause problems, especially for people with visual impairment or with dyslexia.</td>
</tr>
<tr>
<td>Double spaced</td>
<td>This leaves room for people (including you) to add notes and make corrections.</td>
</tr>
<tr>
<td>Double-sided</td>
<td>This saves paper, so your environmental conscience is a little clearer. It also makes up for the fact that you’re double-spacing!</td>
</tr>
<tr>
<td>Black ink</td>
<td>Colored ink is expensive and wasteful. We’re also more interested in your ideas that your design flair.</td>
</tr>
<tr>
<td>Include a Word Count at the end of the assignment</td>
<td>So that your instructor can see how much you have written and so that you can gauge whether you are within 10% of the required word count.</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations must follow the APA Publication Manual (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

ASSIGNMENT DEADLINES AND EXTENSIONS

In this class, you are expected to conduct yourselves as professional, courteous, and well-organized individuals – this is what any organization will expect of you when you complete your degrees. Acting in this way helps give Seattle University graduates a reputation as excellent and reliable colleagues, and in turn it means that your degree is worth more in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is ALWAYS ON TIME.

It is essential that you plan ahead for all eventualities to ensure that none of your work is late. Check the session-by-session schedule at the end of this syllabus to see when assignment briefings will be given and when assignments are due. This enables you to plan now. Block out time in your calendar now so that you know exactly when you will be working on assignments for this course. Make sure you give yourself extra time just in case you run into difficulty with an assignment, have a computer problem, or feel unwell.
I have blocked out times in my own schedule specifically for grading your work so that I can return it to you quickly while the work is still fresh in your minds. Late work will therefore receive a discounted whole letter grade.

If you are unable to complete course requirements because of extenuating circumstances, please notify me on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor’s note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: https://www.seattleu.edu/registrar/Policies.aspx

**Student responsibilities for learning**

You can expect to devote an average of two hours outside of class to the subject matter (readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. You can reasonably expect an average of 4 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

Please refer to other course policies on attendance, participation, missed classes, and assignment deadlines earlier in this syllabus.