



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit W. P. Carey School of Business -- Prebusiness Office Department Management
 Subject WPC Number 480 Title W. P. Carey Capstone Course Units: 3
 Is this a cross-listed course? No
 If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
 Course description:

Develops a general manager's or business owner's perspective on how organizations can create value. Creating long-run value by repeatedly producing goods and services that customers will buy at prices that cover the costs of producing them is the key to success for business organizations. Analyzing current and future environments to understand threats and opportunities in various institutional settings around the world is the starting point for thinking about how an organization might create value and gain sustainable competitive advantage. Evaluates the impact of institutional settings in different countries and ethical values on decision making. Students learn how to successfully manage relations with key stakeholders including customers, employees, suppliers of capital as well as other component goods and services, and stakeholders from various levels of government in different countries.

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Gerry Keim

Date: 9/9/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	WPC 480 Capstone Course Syllabus (L) Designation.pdf
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	WPC 480 Capstone Course Syllabus (L) Designation.pdf
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	WPC 480 Capstone Course Syllabus (L) Designation.pdf
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-left: 20px;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>WPC 480 Capstone Course Syllabus (L) Designation.pdf</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
WPC	480	W. P. Carey Capstone Course	(L) Literacy

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: At least 50% of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.	This course has two case analysis written papers and a written peer review of another students case analysis paper. There are ten written homework assignments. There is one presentation (team assignment). Together these assignments comprise 60% of the grade for the course. The three individual papers related to case analysis and the homework assignments alone comprise 50% of the course grade.	WPC 480 Capstone Course Syllabus (L) Designation.pdf Page 6
Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	This course has multiple assignments that require students to gather, interpret, and evaluate evidence and prepare a summary report. The most important of these are a set of three critical reasoning and decision-making skills assignments. The students are asked to read a case study, determine what the problem is, determine which facts in the case are relevant to the problem, analyze the data using specific theoretical analytical frameworks, interpret the results of their analyses, recommend alternative solutions that would solve the problem, evaluate each of those alternatives, and justify a recommendation of which is the best solution. <ul style="list-style-type: none"> • For the first paper they analyze a case study and may collaborate with their study group if they wish. • For the second paper they write a review of a peer's paper (in a 	WPC 480 Capstone Course Syllabus (L) Designation.pdf Please see syllabus pages 4 – 5 for assignment descriptions, pages 10-11 for more details on the homework assignments, and pages 12 – 14 for grading rubrics that identify specific analytical and evaluative tasks within the written and presentation assignments.

	<p>double blind process) and offer constructive feedback for improvement.</p> <ul style="list-style-type: none"> • For the third paper, they repeat the process of the first paper, but analyze a different case entirely and work independently. <p>In addition, the students have 10 written homework assignments. These are designed in a variety of ways, but all require information to be gathered, interpreted, evaluated, and summarized. Here are two examples:</p> <ul style="list-style-type: none"> • Watch an earnings Q&A presentation by the CEO/CFO of a firm of your choice to Wall Street analysts and read a Wall Street Journal reporter’s assessment of the firm’s earnings after the video was broadcast. Write a two-page paper comparing and contrasting the perspectives of the firm, the analysts, and the reporter on the firm’s performance and evaluate the implications. • For one of the cases, complete an analysis of the macro-environment (political, legal, sociocultural, economic, environmental, and technological factors) and industry structure (competitors, suppliers, rivals, new entrants, and substitutes). This assignment requires the students to identify relevant information, interpret its role in the firm’s environment, and evaluate the implications for industry profitability. 	
<p>Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</p>	<p>The course has two written case analysis assignments. The learning outcomes that are assessed on these assignments are as follows:</p> <p>Critical Reasoning</p> <ul style="list-style-type: none"> • Identifies information relative to the problem, makes reasonable evaluation of the information, and uses the information appropriately in analyses. • Applies appropriate weights (importance/valance) to analyze multiple objectives or problem dimensions and addresses trade- 	<p>WPC 480 Capstone Course Syllabus (L) Designation.pdf</p> <p>Please see assignment descriptions in the syllabus on pages 4-5 and grading rubric on pages 12-14.</p>

	<p>offs</p> <ul style="list-style-type: none">• Uses internally consistent arguments and draws conclusions consistent with facts and analysis.• Considers contingencies and future developments.• Develops novel solutions. <p>Decision-making</p> <ul style="list-style-type: none">• Clearly and succinctly identifies a problem.• Demonstrates competence in external analysis.• Demonstrates competence in internal analysis.• Identifies and explains viable alternative solutions to the problem, considers both pros and cons of each solution, and evaluates them in the context of the analytical tools used.• Recommends one fully developed solution to the problem using data from the analytical tools to justify why that solution is superior to others. <p>Communication Skills</p> <ul style="list-style-type: none">• Uses appropriate and logical organizing structure.• Uses good grammar, correct spelling, and business writing style. <p>On a related assignment, students write a double-blind review of a peer's paper, offering feedback on how the peer could improve in these areas. The peer review paper is evaluated on the basis of discernment, knowledge, thoroughness, and communication skills.</p> <p>Student teams make a presentation analyzing a current event in the business news. They will need to identify an topical issue, gather data, integrate theoretical concepts from multiple disciplines, evaluate the implications, and deliver an engaging speech to the class. The students will be evaluated on their ability to integrate concepts, apply them to real life situations, and communicate effectively.</p>	
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<p>Criterion 4: The substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</p>	<p>How this course meets the spirit The work in this course is cumulative, with weekly assignments for frequent feedback. The major case analysis papers in the course have five elements:</p> <ul style="list-style-type: none"> • Identification of problem • External environment analysis • Firm resources and capabilities analysis • Alternative solution evaluation • Justification of recommended course of action <p>Students build the skills to be successful in the substantial assignments with a series of homework assignments in the first half of the semester:</p> <p>Week 1 Introductory effort at case analysis homework Week 3 Problem statement identification homework Week 4 External analysis homework Week 5 Internal analysis homework Week 6 External and internal analysis homework Week 7 Financial statement analysis and industry analysis</p> <p>Then they do the substantial written assignments in a staged schedule during the second half of the semester.</p> <p>Week 10 Write first case analysis paper Week 11 Write peer review of first case analysis paper Week 14 Write second case analysis paper</p> <p>The homework assignments listed above are discussed (or in some cases peer-graded) as we go over them in class on the day that they are due. For the three papers, the instructor assesses the student against detailed grading rubrics and provides additional comments as appropriate before the following class.</p>	<p>WPC 480 Capstone Course Syllabus (L) Designation.pdf</p> <p>Please see the syllabus pages 10-11 for assignment schedule and pages 12-14 for grading rubrics.</p>
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syllabus

**fall
2013**



get the details:

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What will I experience?

Your capstone experience is the culmination of your W.P. Carey BS degree and serves as a bridge between your life as a student and your future career. It will take you to the next step in your understanding of the business environment by integrating your learning from your functional core and specialization courses into a comprehensive view of the entire firm and its competitive environment. You will develop a general manager's or business owner's perspective on how organizations can create value to deliver sustainable competitive advantage over multi-year periods. Creating long run value – repeatedly producing goods and services that customers will buy at prices that cover the costs of producing them- is the key to success for business organizations. The capstone experience will leave you better prepared to enhance your career with a more comprehensive vision of the firm as a whole and your role in it.

The course is designed to help you understand how leaders guide the direction of their firm under the impetus of competition, globalization, technology, and other contextual forces. Analyzing current and future environments to understand threats and opportunities in various institutional settings around the world will be the starting point for thinking about how an organization might create value and gain sustainable competitive advantage. Developing processes that continually improve value creating activities is necessary for success as competitive environments evolve. You will evaluate the impact of institutional settings in different countries and ethical values on your decision-making.

Your capstone experience will challenge you to think in new ways, synthesize learning from your previous courses into a coherent whole, analyze real life situations, and solve business problems. You will study theoretical concepts, build familiarity with a new toolkit of analytical frameworks, and then apply these concepts and frameworks to a wide variety of real life business situations in a collaborative learning environment. It will undoubtedly be the most challenging course you have taken at ASU, but it will change the way you see the business world.

**WPC 480 business
capstone experience**

what will I learn?

By the end of the course, you will be able to:

- Analyze the industry environment in which a firm operates and determine the business implications to be drawn from your analysis, including opportunities, threats, and key success factors.
- Identify and appraise the resources and capabilities of a firm (both strengths and weaknesses) and evaluate their potential to confer sustainable competitive advantage.
- Distinguish between cost leadership and product/service differentiation and analyze their potential for creating and sustaining competitive advantage given the characteristics of the industry.
- Assess the relative advantages and disadvantages of various corporate actions (vertical integration, global expansion, diversification, strategic alliance, and acquisition) being used by a firm and understand their competitive and value creation implications.

You will polish business and leadership skills learned in earlier courses:

- Critical reasoning skills.
- Team skills and collaboration.
- The critical leadership skill of coaching.
- Decision-making skills.
- Oral communication skills to share ideas in teams and larger groups, challenge the ideas of others, and defend your own ideas with analysis and strategic logic.
- Written communication skills to organize your analysis and arguments into concise, clear language.

You will integrate knowledge learned in functional courses into a general manager's perspective on how to create value for the firm as a whole in a variety of ways, such as:

- Use managerial accounting and financial analysis techniques to measure firm performance and assess relative competitive advantage.
- Use marketing theory to identify profitable market segments, sources of uniqueness, and customer value propositions.
- Use supply chain management and operations theory to assess the effect on industry profitability of supplier negotiating power and analyze firm operations to determine sources of cost leadership and profitability improvement.
- Use sustainability theory to take a triple bottom line approach to determining competitive advantage.
- Use finance theory to analyze the impact on profitability of alternative problem solutions.
- Use macroeconomic theory to assess trends driving the future profitability of an industry.
- Use information systems theory to understand the role of technological change in industry dynamics and disruptions from innovation, how management information systems guide decision-making, and how firm's use social media and firm websites to communicate with stakeholders.



Who's the prof?

Louise Nemanich

Associate Clinical Professor of Strategic Management and Faculty Director MS in Management Program

PhD Strategic Management
MBA
BS Chemical Engineering

At ASU since 2006

25 years industry experience spanning multiple functional areas, based in US and internationally, culminating as president of an manufacturing and marketing, industrial and consumer products, firm with \$1.7 B revenue.

Research on innovation capabilities and organizational learning, published in The Leadership Quarterly, IEEE Transactions on Engineering Management, and others.

Teaches strategy capstone and technology strategy courses to undergraduates and graduates.

Office Hours:

BA 352 E M 1 - 3 pm or by appointment

Email me anytime:

Louise.Nemanich@asu.edu

What do I need to buy?

This course requires a custom e-textbook that includes both readings and cases. It is published by McGrawHill and will cost approximately \$75.

Regular reading of the Wall Street Journal is recommended and multiple articles will be required reading for class. You can obtain a personal subscription (print delivery and online access) at a highly discounted student rate at student.wsj.com (if you choose this option wait until after Aug 1st to subscribe so you can get the special sale student rate of \$1/week), or you can read it free at the ASU library or your local library, or you can search for articles for free on the ASU Library WSJ database. Having your own subscription makes your life a little bit easier, so you are looking at a trade-off between free versus easy.

what work do I need to do? C-1

individual assignments

quizzes

You will have a quiz each Monday (except during fall break) to assess your level of preparation for class and your achievement of the learning objectives. Please bring a device to class. The quizzes can be taken on most smart phones, tablets, and computers. These quizzes in total are worth about 25% of your grade.

case analysis paper

You will prepare one individual case analysis paper to assess your critical reasoning skills, strategic decision-making skills, and communication skills. The specific skills that I will assess are:

C-2 & C-3

Critical Reasoning

- Identifies information relative to the problem, makes reasonable evaluation of the information, and uses the information appropriately in analyses.
- Applies appropriate weights (importance/valance) to analyze multiple objectives or problem dimensions and addresses trade-offs
- Uses internally consistent arguments and draws conclusions consistent with facts and analysis.
- Considers contingencies and future developments.
- Develops novel solutions.

Decision-making

- Clearly and succinctly identifies a problem.
- Demonstrates competence in external analysis.
- Demonstrates competence in internal analysis.
- Identifies and explains viable alternative solutions to the problem, considers both pros and cons of each solution, and evaluates them in the context of the analytical tools used.
- Recommends one fully developed solution to the problem using data from the analytical tools to justify why that solution is superior to others.

Communication Skills

- Uses appropriate and logical organizing structure.
- Uses good grammar, correct spelling, and business writing style.

Format

The paper should include 5 sections: (1) what is the key challenge facing the firm that you will try to solve, (2) your analysis of the profitability of this industry, (3) your analysis of the firm's resources and capabilities, (4) two mutually exclusive alternative strategies that solve the problem, and (5) your justification for your recommended solution.

Upload this paper to Blackboard. This paper should be a maximum of 2 pages of text in length, using a standardized format--11 font, Times New Roman, 1.0 line spacing, 1 inch margins on all sides, no indent on paragraphs, one blank line between paragraphs. You may have two additional pages of attachments for supporting information, such as your reference list, a SWOT analysis table, or other analyses. This paper is worth 25% of your course grade.

final exam

You will have a final exam. It will include multiple choice and essay questions assessing your understanding of the theoretical frameworks and readings presented in the course. The final exam is worth 10% of your course grade.

what work do I need to do? C-1

collaborative assignments

current events presentation

During one class period of your choice, as a team of 2 or 3, you will make a 7-10 minute presentation that demonstrates your ability to integrate multiple theoretical disciplines and to understand real life business situations. Business casual dress is required. Upload your slides to Blackboard as a written deliverable. This presentation is worth 10% of your course grade.

peer reviewed case analysis paper C-3

For another case, you will individually prepare a paper. Your focus will be on demonstrating the same critical reasoning, decision-making, and communication skills as in the individual case analysis paper described on the previous page. The paper format is the same as for the individual case analysis paper. Essentially this assignment is designed to help you practice and get useful feedback before you do the more formal case analysis paper.

For this paper (*and only this paper*), you may collaborate with other students in the class to discuss your ideas. Acceptable collaboration includes working together to practice some of the analytical tools and discussing possible solutions to the problem. Unacceptable collaboration includes seeking case solution from sources other than your classmates, such as internet suppliers of case answers or copying the writing or wording of another students. In general you can talk about it with your classmates, but do not copy anyone's written work. This paper is worth 10% of your course grade.

After the case is discussed in class, you will receive a paper that was prepared by one of your fellow students for a double blind review (both the source of the paper and the source of the review are anonymous). You will write a detailed assessment of the paper, giving the writer extensive feedback on what he/she did well and how he/she could improve. This feedback and assessment exercise will give you experience in the critical leadership skill of coaching. The review is worth 10% of your course grade.

class exercises

Many of our learning objectives are reinforced during class exercises. You will be graded on how well you were prepared for and how actively you participate in each exercise (super prepared and actively engaged throughout class = 4 pts, expected level of participation and preparation = 3 pts, half-hearted effort, distracted, or not well-prepared = 2 pts, absent = 0 pts.) The class exercises are worth about 5% of your course grade.

written homework

The effectiveness of the learning you will get from each of our classes depends to a great extent on how well prepared you are. Since these written assignments will be completed before the lecture, you are not expected to get it 100% correct. These homework assignments are graded pass/fail. Complete homework is worth full credit, partially completed homework is worth half the points, missing homework is worth zero. The pass/fail homework assignments are worth 5% of your course grade.

Grading points C-1

Assignment			Points Possible
Quizzes	Individual	13 quizzes of varying points	252
Class Exercises		12 classes x 4 points	48
Written Homework	Individual with collaboration permitted	10 assignments x 5 points 60% written work	50
Case Analysis Paper	Individual	1 paper x 250 points	250
Current Events Presentation	Team speech	1 presentation x 100 points	100
Peer-reviewed Case Analysis--paper	Individual with collaboration permitted	1 paper x 100 points	100
Peer-reviewed Case Analysis--review of peer	Individual	1 review x 100 points	100
Final Exam	Individual	1 exam x 100 points	100
Total			1000

Grade	Points
A+	970 - 1000
A	940 - 969
A-	900 - 939
B+	870 - 899
B	840 - 839
B-	800 - 839
C+	770 - 799
C	700 - 769
D	600 - 699
E	< 600

policies to remember

be honest

You are expected to do your own work on all individual exams and quizzes. Plagiarizing from any source, including the textbook, is not acceptable. This policy will be vigorously enforced. Plagiarism is the use of material from someone else's written work without acknowledging the source. This includes turning in papers written by someone else or copying passages from someone else's work without properly citing it. It does not matter whether the material you are copying is from a published or unpublished text or manuscript, from the Internet, or the written work of other students. Paraphrasing the work of others is also plagiarism, changing a few words around does not entitle you to take credit for someone else's ideas. If you use someone else's written work and misrepresent it as your own, it is plagiarism, among the most serious forms of academic cheating. If you are caught plagiarizing, you may receive a grade an "E" or an "XE" in the course. More serious consequences, such as dismissal from the university also may be imposed.

Acts violating academic integrity include, but are not limited to, plagiarism, cheating on examinations, submitting work done by another person, or conduct detrimental to the student or other members of the class. Please click here <http://provost.asu.edu/files/AcademicIntegrityPolicyPDF.pdf> for more information.

ASU has a policy restricting your use of their resources, including email and computers to appropriate uses. One aspect of this policy is that you may not use ASU resources to violate copyright laws, by copying protected material without the owner's permission. This means that you may not email or make copies of copyrighted materials, such as WSJ articles or cases, and distribute them to other students. It is a crime--not a favor.

respect others

Inappropriate computer use, phone ringing, and noisiness are very distracting to other students. Students are expected to avoid any activities that might disturb other students or distract the instructor during class. These include (but are not limited to) arriving late, leaving early, unnecessary talking, noisy eating, playing video games, sending text messages or emails, and updating your Facebook or Twitter accounts. Laptops can be used only for note-taking.

You should display the name cards provided during every class session. Everyone would like to courteously refer to their classmates by name, but I, and others, learn names slowly.

When you speak in class, be inclusive--address your remarks to the whole class, not just the instructor. Project your voice so all can hear. Speaking softly or focusing your comments only toward the instructor excludes others and is rude.

Argument, controversy, and challenge are good for pushing learning to higher levels; however, obscenity, rudeness, threats ([SSM 104-02](#)), or similar unprofessional behavior is unacceptable.

grades are earned

If you wish to dispute the grade for any assignment, you must submit your query in writing (email is acceptable for this purpose) within three days of the date that the grade is posted. Please be aware that a grade review has three possible outcomes: the grade may go up, it may stay the same, or it may go down.

Under no circumstances will extra points be given at the end of the semester to “round” a student’s grade up to the next letter. No individual extra credit assignments will be provided to enable a student to improve his/her grade to the next level. This ensures a level playing field for all.

special circumstances

The Disability Resource Center provides information and services to ASU students with any documented disability. Individualized program strategies and recommendations are available for each student, as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for coursework completion.

Attendance in this class is mandatory, as much of the learning benefit results from discussing your ideas with others, learning from others, challenging the ideas of others, and participating in class exercises.

However, I will excuse absences of students that result from religious observances and will provide without penalty for the rescheduling of required class work that may fall on religious holidays ([ACD 304-04](#)).

I will excuse absences due to university sanctioned activities ([ACD 304-02](#)).

I also will excuse absences for jury duty, bereavement, active military duty, personal hospitalization, and other similar serious situations, when provided with documentation.

Any student who plans to miss a class or a coursework deadline for one of the above reasons should contact me as soon as you are aware of the event so we can make appropriate arrangements in advance.

Information in this syllabus is subject to change at the instructor’s discretion.

how do I succeed?

study, do your homework, and stay on schedule

Fully prepare all reading, analysis, thinking, writing, and collaboration assignments before the assigned class. Topics in this course build cumulatively. Falling behind will limit your ability to learn and understand future topics. Penalties apply for late assignment submissions.

use the tools you learn to analyze, formulate, and justify

You should challenge yourself to think deeply about each week's assignments. Don't just read through the cases and readings. Identify ways in which you can apply textbook theory to the situation in the case. Think about how you might apply your personal experience or what you have learned in other classes to the situation presented in the case or in examples in the textbook. Write notes for yourself on at least three ideas that you would like to share in the class discussion. For each of these ideas list supporting evidence and logical arguments. Critically analyze current business stories in the news. Which strategic management theories are being applied by the firm? Why are they taking the actions described? What ethical implications are involved in the decision the firm has chosen? Do you agree or disagree with their actions? What would you recommend? How is your recommendation justified by theories you have learned in your degree program?

show up, stay engaged, think deeply, and show what you know

Class attendance is mandatory. You should prepare notes in advance on each of the assigned discussion questions so that you are prepared with ideas to share with the class. Class participation enables you to develop skills to present and defend your ideas effectively, as well as to appreciate contrasting points of view. Expected quality of class participation comments will:

- show evidence of careful preparation of cases and readings and thoughtful engagement in exercises.
- extend, deepen, and advance discussion in relevant areas to course learning objectives.
- be supported by convincing analyses that reflect competent use of theoretical concepts and frameworks presented in the assigned readings.
- offer new insights or new perspectives.
- show evidence of analysis, critical thinking, personal reflection, and processing of knowledge from course materials or exercises to integrate it with your work experience and learning from other courses, rather than just summarization of reading assignments.
- reflect the perspective of a business executive versus that of a consumer.

What's the Schedule?

Week	Topic	Reading and Study	Assignments C-2
Every Week		Readings and cases are in e-textbook, except where noted. Online research is directed via links in Blackboard. Videos are embedded in Blackboard	Make notes for yourself on your answers to assigned questions to prepare for class discussion.
1	Competitive Advantage, Vision, & Ethics	Reading: <i>"How to conduct a case analysis"</i> Case: <i>"Ice Fili" (Russian ice cream)</i> Online research: Nestle Watch: 2 brief videos	Pass/fail homework: make notes for at least three discussion questions QUIZ in class
2	Measuring competitive advantage	Online research: Apple, Nokia, & Better World Books Watch: video lecture	NO CLASS--LABOR DAY No pass/fail homework QUIZ--online
3	Business and Public Policy	Case: <i>"San Leon Energy: Fracking in Poland"</i> Online research: Assigned WSJ articles	Pass/fail homework: write one sentence problem statement for each article. QUIZ in class
4	Industry Profitability	Reading: <i>"The five forces that shape strategy"</i> Case: <i>"Cola Wars in China"</i>	Pass/fail homework: complete External Analysis Worksheet for case QUIZ in class
5	Resources & Capabilities	Reading: Chap. 4 Resources & Capabilities Case: <i>"GREE" (Japanese social gaming firm)</i>	Pass/fail homework: complete Internal Analysis Worksheet for case QUIZ in class
6	Alternatives and Recommendations	Case: <i>"HUGE and digital strategy" (US digital marketing agency)</i>	Pass/fail homework: SWOT analysis of case QUIZ in class
7	Cost Leadership	Reading: <i>"Creating competitive advantage"</i> Online research for fresh case--JCP (US department store) (in Blackboard, not ebook)	Pass/fail homework: financial statement analysis and industry analysis QUIZ in class
8	Fall Break		NO CLASS--FALL BREAK No quiz, no assignments

Week	Topic	Reading and Study	Assignments C-2
9	Differentiation and Market Segmentation	Reading: <i>"BI at RetailStore.com"</i> (in Blackboard, not ebook) Online research: <i>JCP</i>	Extra-Curricular: visit JCP and one other department store Pass/fail homework: complete field research questionnaire QUIZ in class
10	Case Analysis Practice	Case: <i>"HTC in 2012"</i> (Taiwanese phone and tablet manufacturer)	QUIZ in class No pass/fail homework Submit peer reviewed case analysis paper C-4
11	Innovation	Reading: <i>Ch. 7 Business Strategy: Innovation & Strategic Entrepreneurship</i>	QUIZ in class No pass/fail homework Submit review of a peer's HTC case analysis paper C-4
12	Critical Reasoning-- Triangulating multiple perspectives	Watch: <i>latest analyst presentation for firm of your choice</i> Online research: <i>read one post-earnings presentation WSJ article or blog</i>	NO CLASS - VETERAN'S DAY No QUIZ Pass/fail homework: write two page paper comparing perspectives of firm, analysts, and reporter on firm performance and draw conclusions.
13	Corporate Strategy	Reading: <i>Ch. 8 Corporate Strategy: Vertical Integration & Diversification</i> Case: <i>"Siemens Energy: Engineering a greener future?"</i> (German conglomerate alternative energy business unit) Online research: <i>Walt Disney Co.</i>	QUIZ in class Pass/fail homework: internal and external analysis worksheets for one type of alternative energy
14	Global Expansion	Reading: <i>Ch. 10 Global Strategy: Competing around the World"</i> Case: <i>"Brasil Foods"</i> (Brazilian agriculture)	QUIZ in class Submit individual case analysis paper C-4
15	Competitive Dynamics	Reading: <i>"Competitor Analysis: Anticipating Competitive Actions"</i> Case: EITHER <i>"Paramount Pictures the Transformers dilemma"</i> OR <i>"Warner Bros. the Harry Potter dilemma"</i> as assigned (US movie studios)	QUIZ in class Pass/fail homework: Answer assigned questions on case
	Final		Final Exam

How am I graded?

Grading Rubric for Individual Case Analysis Paper and Peer Reviewed Case Analysis Paper **C- 2 & 3**

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Communication Provides an appropriate, clear, and logical organizing structure	Organizing structure is of low quality, such that the reader cannot easily understand the points you are trying to make or how your logic is derived.	Paper's organizing structure is somewhat disjointed making it difficult for the reader to follow.	Appropriate and reasonably logical organizing structure. Uses required subheadings.	Points: 5% Appropriate, clear, and logical organizing structure. Uses required subheadings.
Communication Uses acceptable style and correct grammar	Poor writing quality, grammar, spelling sentence structure, such that the reader cannot easily understand the points you are trying to make.	Adequate writing quality with some grammar or spelling errors. Some deficiencies in following required format.	Good writing quality, very few errors in grammar or spelling, acceptable style, and incorporates business language and concepts. Follows required format.	Points: 5% Excellent writing quality: perfect grammar and spelling, highest quality professional writing style, AND EXTENSIVELY, incorporates business language and concepts. Follows required format.
Critical Thinking: Identifies information relevant to the problem	Overlooks many key facts in determining the problem or conducting analyses.	Identifies at least the most important facts relevant to the problem.	All of the information that is identified is relevant to the problem. Makes reasonable evaluation of information. Uses this information appropriately at some points in the paper.	Points 5% Identifies the key information from the case that is relevant to problem. Makes valid & reasonable evaluation of information. Uses this information appropriately in all analyses.
Critical Thinking: Applies appropriate weights to analyze multiple objectives, principals, and/or problem dimensions	Fails to identify tradeoffs among multiple objectives or problem dimensions.	Focuses too strongly on one objective or problem dimension to the detriment of other important constraints/ issues.	Applies appropriate weights to multiple objectives, principals and/ or problem dimensions.	Points 5% Is highly successful in balancing multiple objectives or problem dimensions and addressing trade-offs. Considers both pros and cons of alternatives and both benefits and risks of recommended strategy.
Critical Thinking: Uses internally consistent arguments and draws conclusions consistent with facts and analysis	Draws incorrect or inconsistent conclusions. Draws conclusions that are not supported by evidence.	Some of the arguments presented are weakly supported with logical arguments or evidence.	Uses internally consistent arguments and draws conclusions consistent with facts and analysis.	Points 5% All conclusions are strongly supported with both factual data and logical analysis. Internally consistent, rational, logical arguments are presented that are easy for the reader to follow.

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Identification of a strategic decision facing a firm	No problem identified	Problem was not clearly or succinctly identified	Clearly and succinctly identified a problem, but it was not important	Points 5% Clearly and succinctly identified an important, problem facing the firm.
Analyze a firm's external environment	Some errors in more than one framework or concept.	Some errors in the use of one framework or concept.	Demonstrates competence in PESTEL, 5 forces analyses, and SWOT analyses. All analyses are free of error.	Points 15% Both PESTEL and 5 forces analyses are completed correctly and thoroughly. Threats and Opportunities are external and derived from PESTEL and 5 forces analyses. Driving forces are used to justify the strength of each force. Strong logical arguments are made to support assessment of industry profit potential.
Analyze a firm's internal environment	Some errors in more than one framework or concept.	Some errors in the use of one framework or concept.	Demonstrates competence in resources, capabilities, SWOT analysis, and VRIO analysis. All analyses are free of error.	Points 15% VRIO assessment is completed correctly and thoroughly. Strengths and weaknesses are internal and based on a thorough comparison of the firm's resources and capabilities to those of its rivals. Strong logical arguments are made to support assessment of firm's competitive advantage.
Alternatives	Did not identify at least 2 clear , strategic, alternatives.	Identified at least two of the most viable strategic alternatives relevant to the strategic problem and explained them clearly.	Identified at least two of the most viable alternatives relevant to the strategic problem explained them clearly, considered both pros and cons of each and evaluated them in the context of the results of the analytical tools used.	Points: 25% Identified at least two, novel, insightful alternatives relevant to the strategic problem, explained them clearly, considered pros, cons, and financial implications of each alternative, and evaluated them in the context of the results from appropriate analytical tools.
Recommendation	Recommendation is not clear	Makes a clear recommendation that is not closely related to the strategic problem, is not strategic (tactical), or is not supported by a strong justification.	A clear recommendation is presented that is related to the strategic problem, is feasible, is fully developed, and is strongly supported using data from the analytical tools.	Points: 15% A clear recommendation is presented that is related to strategic problem, is feasible, is fully developed, and is strongly supported using data from the analytical tools. Strong logical arguments defend the recommended solution versus the other alternative(s). Contingencies and future developments related to the recommendation are discussed and ideas are presented on how to mitigate risks.

Grading Rubric for Review of Peer-Reviewed Paper C- 2 & 3

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Discernment	Does not distinguish between strengths and weaknesses of the paper or does not complete the rubric properly.	Incorrectly identifies strengths and weaknesses of the paper.	Able to correctly identify some points of excellence and areas that need improvement.	Points 25% Able to correctly distinguish among the strengths and weaknesses of the paper. Accurately identifies points of excellence and areas that need improvement.
Knowledge	Your written feedback paper demonstrates weak knowledge and offers incorrect feedback on theoretical concepts, business language, and theoretical frameworks.	Your written feedback paper demonstrates a fair level of knowledge and shows few errors of understanding of theoretical concepts, business language, and theoretical frameworks.	Your written feedback paper demonstrates a high level of knowledge and accurate understanding of theoretical concepts, business language, and theoretical frameworks.	Points 40% Your written feedback paper demonstrates a outstanding level of knowledge and accurate understanding of theoretical concepts, business language, and theoretical frameworks.
Thoroughness	Review is overly brief, vague, and does not offer much to improve the skills of the paper's author.	Review is somewhat vague and provides little specific improvement advice for the paper's author.	Review is thorough and provides useful improvement advice for the paper's author.	Points 25% Review is extremely thorough and provides a lot of useful improvement advice for the paper's author.
Communication	Feedback is hard to understand due to errors in grammar, spelling, sentence structure, and paragraph flow.	Some errors in grammar, spelling, sentence structure, and paragraph flow.	Acceptable grammar, spelling, sentence structure, and paragraph flow.	Points 10% Excellent grammar, spelling, sentence structure, and paragraph flow.

Grading Rubric for Current Events Presentation **C- 2**

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Concept Integration	Presents concepts that students in other majors are already familiar with. Presents ideas in a complex fashion. Weak connection between the new concepts presented and the concepts being studied in the capstone course.	Presents one or two concepts that are beyond what is covered in core curriculum. Connections between the new concepts presented and the concepts being studied in the capstone course are not obvious.	Presents one or two concepts that are beyond what is covered in core curriculum. Presents the concepts in a way that makes them understandable to a general audience. Does an acceptable job of drawing connections between the new concepts presented and the concepts being studied in the capstone course.	Points 30% Presents one or two concepts that are beyond what is covered in core curriculum. Presents the concepts in a way that makes them understandable to a general audience. Does an outstanding job of drawing connections between the new concepts presented and the concepts being studied in the capstone course.
Concept Application	Conceptual theories are incorrectly applied to the example or there is no clear connection between the example and the theoretical concepts.	Selects a current events example, but it is not particularly well-suited to the concepts being applied. Has some errors in the way conceptual theories are applied to the example.	Selects a reasonable current events example to demonstrate concept application. Correctly demonstrates how and why the conceptual theories are applied to the example situation.	Points 30% Selects an ideal current events example that is well-suited to demonstrate concept application. Correctly and thoroughly demonstrates how and why the conceptual theories are applied to the example situation.
Audience engagement	Audience seems bored.	Keeps audience interest.	Engages the audience.	Points 30% Engages the audience and attracts discussion.
Communication	Presentation skills need improvement in any one of these areas: not easily heard, difficult to follow, poor organizing structure, or bores audience.	Adequate presentation skills: easily heard and understood, information on slides are legible, and appropriate organizing structure.	Good presentation skills: fair eye contact, easily heard and understood, information on slides is pertinent and not cluttered, and appropriate, clear, and logical organizing structure.	Points 10% Excellent presentation skills: strong eye contact, good posture and gestures, poise, confidence, easily heard and understood, information on slides is pertinent and not cluttered, appropriate, clear, and logical organizing structure, and internally consistent arguments.

Table of Contents for custom e-textbook

1. Case Analysis: How to Conduct a Case Analysis (theory)
2. Ice-Fili (Abridged)(case context Russia consumer products)¹
3. SAN LEON ENERGY: HYDRAULIC FRACTURING IN POLAND (case context Poland/energy/public policy)¹
4. The Five Competitive Forces That Shape Strategy (theory)
5. Cola Wars in China: The Future Is Here (case context China/consumer products) ¹
6. Internal Analysis: Resources, Capabilities, and Activities (theory)
7. GREE, Inc (case context: Japan/software) ¹
8. HUGE and Digital Strategy (case context US/ digital advertising services)¹
9. Creating Competitive Advantage (theory)
10. HTC Corp. in 2012 (case context Taiwan/ telecom hardware)¹
11. Business Strategy: Innovation and Strategic Entrepreneurship (theory)
12. Corporate Strategy: Vertical Integration and Diversification (theory)
13. Siemens Energy: How to Engineer a Green Future (case context Germany/sustainability)¹
14. Global Strategy: Competing Around the World (theory)
15. Brasil Food (case context Brazil/agriculture) ¹
16. Competitor Analysis: Anticipating Competitive Actions (theory)
17. Warner Bros. Pictures: The Harry Potter Dilemma OR Paramount Pictures: The Transformers Dilemma (case context US/film)¹
18. Instructor developed fresh case: J C Penney²

¹ Cases will change from time to time to maintain contemporary relevance and to minimize the opportunity for information sharing from cohort to cohort to the detriment of academic integrity. An effort will be made to maintain a similar range of industry and global culture variety.

² The instructor-developed fresh case will vary each semester to address a contemporary business situation.