

Institutional Syllabus – GBUS 300 International Business

Spring 2016

I. COURSE DESCRIPTION

An introduction to international business examining the environment in which multinational firms operate and the distinctive ways in which global enterprises perform business functions. Topics include the impact of cultural and political-legal differences, trade theory, regional and global economic integration, foreign exchange, country selection, exporting and importing, supply chain management, marketing globally, and international human resource management.

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): GBMG 341 Organizational Management

Corequisite(s): None

Follow-On Courses: Seminar courses

Role in Curriculum: Major course

II. TEXT(S)

A. Required Text(s):

1. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business. Environments and Operations* (15th ed.). Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN 10: 0-13-345723-0; ISBN 13: 978-0-13-345723-0.

B. Additional Material:

1. Distributed in class or via Blackboard

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. Exhibit development of teamwork, leadership, communication, and critical thinking skills.
2. Recognize the legal, economic, political and cultural environments impacting international business.
3. Identify government, direct investment, stakeholder influences on trade and international trade theory.
4. Be familiar with foreign direct investment, exchange rates and restrictions.
5. Have an understanding of multinational firms, corporate policy, export/import strategies, country selection and operational factors in respective host countries.
6. Understand economic integration (e.g., NAFTA, EU) and free trade organizations and initiatives (e.g., GATT, WTO) effect on MNEs' decision making.
7. Be familiar with international business functions, such as global marketing and international human resources sourcing and staffing needs.
8. Understand ethical issues as they apply to international business.

IV. COURSE ASSESSMENTS

A. Assessments in the Class

1. Attendance (mandatory; three or more unexcused absences will lead to failure in the course)
2. Written Assignments (late assignments will be graded as zero)

B. External Assessments

1. None.

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Associate Dean William Imbriale at wimbriale@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS

GBUS 300 International Business

Spring 2016

INSTRUCTOR INFORMATION

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: 9AM – 2PM Monday – Thursday MAC 228. Appointments are recommended.

CLASS MEETINGS

130PM – 415PM, Tuesdays

MAC 314

CLASS POLICIES

Attendance is mandatory. Please notify the instructor by any available means if you expect to be absent.

Cellphones, laptops, and tablets are welcome, but need to be used within the context of the course. This is a privilege I will, if necessary, rescind.

Respect is paramount, for others, and of self. I encourage and seek to provoke lively debate on relevant issues. The aim here is to pay attention, to listen and hear, to understand, to practice tolerance, to accept and, ultimately, to work in a more positive way for the common good. Derision and snarky comments have no place in the classroom.

GRADING

Grading comprises:

1. Attendance: 14 meetings x 4 points each = 56 points
2. Written Assignments: 11 papers x 10 points each = 110 + 20 + 30 = 160 points
3. Final Exam: 40 points
4. No more than 256 points can be earned. That is, there is no such grade as an A+.

No makeup work will be assigned and no other extra credit is available.

See ASSESSMENT OF CRITICAL THINKING AND WRITING on p 12 for details of the assessment process.

Final Grade Assignments

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade is assigned according to the following table.

The initial final grade represents the points attained divided by the total points available. This mathematical guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

COURSE OUTLINE

Overview

This course is summarized in the following graphic.

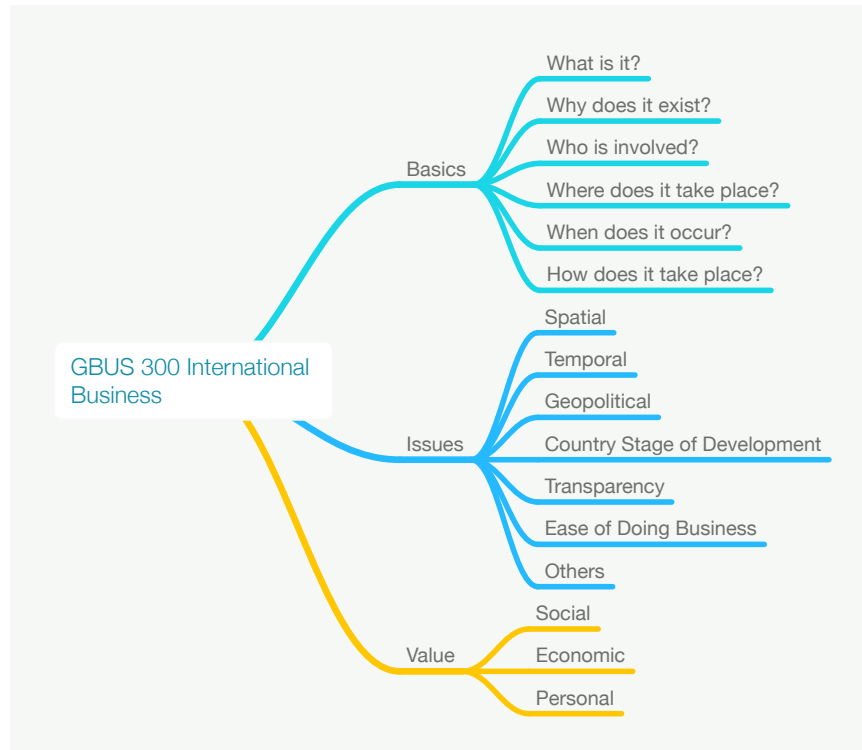


Figure 1 Major Topics in the Course

The items to the right (e.g., Issues/Temporal) are the topics to be covered in this course. In general, the following approach will be used.

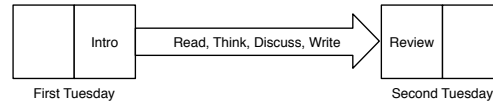


Figure 2 Weekly Sequence

On a First Tuesday, during the second half of the class, the topic will be introduced. On the Second Tuesday, the topic will be reviewed. The basis for the review will be your homework (read, think, discuss, and write) with the written assignments representing your grasp of the topic.

The Term Project

The hallmark of this course is a project that lasts the entire term and is worked on a weekly basis.

This project calls for you and your teammates (teams of three) to select an existing international business, define its characteristics, then each week describe how that week’s readings and discussions change your understanding of that business.

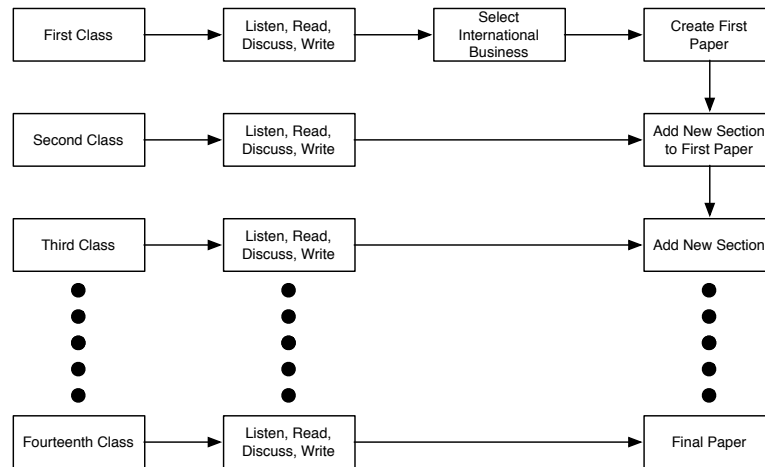


Figure 3 Process for Term Project

The first class meeting will introduce the course and discuss the first chapter of the assigned text (Daniels, Radebaugh, & Sullivan, 2015, Chapter 1). You are asked to produce an initial analysis of a chosen international business on the basis of the in-class discussion in the course, and your subsequent reading, thinking, and discussion prior to the second class.

Detail

1. Introduction to the Course and to International Business
 - a. Purpose
 - (a) To understand the intent, structure, expectations, and mechanics of the course.
 - (b) To learn the workings of the Maritime learning management system (LMS) Blackboard, the principle method for distributing material to students, for student submission of assignments, and for checking grades.
 - (c) Review *Globalization and International Business* (Daniels et al., 2015, Chapter 1).
 - (d) Introduce *The Cultural Environments Facing Business* (Daniels et al., 2015, Chapter 2).

- b. Agenda
 - (a) Course review.
 - (b) Blackboard review.
 - (c) Discussion of *Globalization and International Business and The Cultural Environment Facing Business*.
 - (d) Reading Assignment
 - (i) *The Cultural Environments Facing Business* (Daniels et al., 2015, Chapter 2).
 - (e) Written Assignment
 - (i) *Initial Analysis of International Business* (20 points). Due 2400 the Saturday before the next Tuesday class. Submit in Blackboard. See *Writing the Project Paper for GBUS 300 International Business* (Drogan, 2015) for additional instruction.

Your task is to write this description for an international business. Consider the following questions:

How does the business make money?

What makes it an international business?

Where is headquarters and in what countries does it operate?

How long has it been in business and what is its overall performance during that period?

What are its major asset groups and how large are they?

There is no set length for this. Write as much, or as little, as you think is required to describe the business. You should operate on the assumption that the reader does not know the business which you are describing.

The business needs to exist for we are going to need real analysis emerging from real facts.

The paper should be titled *Team n Analysis of business name mm-dd-yy*. Substitute your team number for *n* and the name of your international business for *business name*. Substitute the due date of the assignment for *mm-dd-yy*.

The paper should have the following organization:

- a. Title page
- b. Abstract (to be written last)
- c. Description of International Business (Level 1 Head)
- d. The Cultural Environments Facing Business (Level 1 Head)

The major question to be addressed here is the manner in which what has been introduced, read, discussed, and thought about regarding this topic affects the understanding of the international business you

have picked and provisionally described. Two outcomes are possible.

You conclude your existing paper is modified and/or extended by the new information. Modifications should be made to the previously written portion(s) of the paper; extensions should be under this heading.

You conclude your existing paper is not modified and/or extended by the new information. You must provide the rationale for this under this heading.

- e. Summary (to be written last)
- f. References

2. The Cultural Environments Facing Business

a. Purpose

- (a) From this point forward in this outline the purpose of every class will be to 1.) provide feedback on the assignment from the prior class, and 2.) introduce the next topic. I will not, therefore, repeat the purpose in each of these numbered sections.

b. Agenda

- (a) Discussion on *Initial Analysis of International Business* inclusive of *The Cultural Environments Facing Business*.
- (b) Introduce *The Political and Legal Environments Facing Business*.
- (c) Reading Assignment
 - (i) *The Political and Legal Environments Facing Business* (Daniels et al., 2015, Chapter 3).
- (d) Written Assignment
 - (i) How do *The Political and Legal Environments Facing Business* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *The Political and Legal Environments Facing Business*.

3. The Political and Legal Environments Facing Business

a. Agenda

- (a) Discussion of *The Political and Legal Environments Facing Business*.
- (b) Introduce *The Economic Environments Facing Business*.
- (c) Reading Assignment
 - (i) *The Economic Environments Facing Business* (Daniels et al., 2015, Chapter 4).
- (d) Written Assignment
 - (i) How do *The Economic Environments Facing Business* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *The Economic Environments Facing Business*.

4. The Economic Environments Facing Business
 - a. Agenda
 - (a) Discussion of *The Economic Environments Facing Business*.
 - (b) Introduce *International Trade and Factor-Mobility Theory*.
 - (c) Reading Assignment
 - (i) *International Trade and Factor-Mobility Theory* (Daniels et al., 2015, Chapter 5).
 - (d) Written Assignment
 - (i) How does *International Trade and Factor-Mobility Theory* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *International Trade and Factor-Mobility Theory*.
5. International Trade and Factor-Mobility Theory
 - a. Agenda
 - (a) Discussion of *International Trade and Factor-Mobility Theory*.
 - (b) Introduce *Governmental Influence on Trade*.
 - (c) Reading Assignment
 - (i) *Governmental Influence on Trade* (Daniels et al., 2015, Chapter 6).
 - (d) Written Assignment
 - (i) How does *Governmental Influence on Trade* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Governmental Influence on Trade*.
6. Governmental Influence on Trade
 - a. Agenda
 - (a) Discussion of *Governmental Influence on Trade*.
 - (b) Introduce *Cross-National Cooperation and Agreements*.
 - (c) Reading Assignment
 - (i) *Cross-National Cooperation and Agreements* (Daniels et al., 2015, Chapter 7).
 - (d) Written Assignment
 - (i) How does *Cross-National Cooperation and Agreements* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Cross-National Cooperation and Agreements*.
7. Cross-National Cooperation and Agreements
 - a. Agenda
 - (a) Discussion of *Cross-National Cooperation and Agreements*.

- (b) Introduce *Global Foreign Exchange Markets*.
- (c) Reading Assignment
 - (i) *Global Foreign Exchange Markets* (Daniels et al., 2015, Chapter 8).
- (d) Written Assignment
 - (i) How does *Global Foreign Exchange Markets* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Global Foreign Exchange Markets*.

8. Global Foreign Exchange Markets

a. Agenda

- (a) Discussion of *Global Foreign Exchange Markets*.
- (b) Introduce *Global Capital Markets*.
- (c) Reading Assignment
 - (i) *Global Capital Markets* (Daniels et al., 2015, Chapter 10).
- (d) Written Assignment
 - (i) How does *Global Capital Markets* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Global Capital Markets*

9. Global Capital Markets

a. Agenda

- (a) Discussion of *Global Capital Markets*.
- (b) Introduce *Globalization and Society*.
- (c) Reading Assignment
 - (i) *Globalization and Society* (Daniels et al., 2015, Chapter 11).
- (d) Written Assignment
 - (i) How does *Globalization and Society* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Globalization and Society*

10. Globalization and Society

a. Agenda

- (a) Discussion of *Globalization and Society*.
- (b) Introduce *The Strategy of International Business*.
- (c) Reading Assignment
 - (i) *The Strategy of International Business* (Daniels et al., 2015, Chapter 12).

(d) Written Assignment

- (i) How does *The Strategy of International Business* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *The Strategy of International Business*.

11. The Strategy of International Business

a. Agenda

(a) Discussion of *The Strategy of International Business*.

(b) Introduce *Country Evaluation and Selection*.

(c) Reading Assignment

- (i) *Country Evaluation and Selection* (Daniels et al., 2015, Chapter 13).

(d) Written Assignment

- (i) How does *Country Evaluation and Selection* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Country Evaluation and Selection*.

12. Country Evaluation and Selection

a. Agenda

(a) Discussion of *Country Evaluation and Selection*.

(b) Introduce *Global Manufacturing and Supply Chain Management*.

(c) Reading Assignment

- (i) *Global Manufacturing and Supply Chain Management* (Daniels et al., 2015, Chapter 18).

(d) Written Assignment

- (i) How does *Global Manufacturing and Supply Chain Management* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Global Manufacturing and Supply Chain Management*.

13. Global Manufacturing and Supply Chain Management

a. Agenda

(a) Discussion of *Global Manufacturing and Supply Chain Management*.

(b) Introduce *Marketing Globally*.

(c) Reading Assignment

- (i) *Marketing Globally* (Daniels et al., 2015, Chapter 17).

(d) Written Assignment

- (i) How does *Marketing Globally* affect the understanding of the international business you have picked, provisionally described, and subsequently modified

by previous assignments?

Add a new Level 1 Head: *Marketing Globally*.

- (ii) This is the final paper. As such, to be complete you need to add the abstract and a summary (this is not called for in the APA style, but is nevertheless required). Update the references.

Regarding the summary: This should be no more than a page or two. You have completed a significant piece of work of which you should be proud. The summary should be a brief recapitulation of what you accomplished followed by commentary on what you learned. Then end your summary with any suggestions you may have for me as to how this project might be improved.

Think of the summary as your answer to Mom and Dad when they ask what did you do and what did you learn?

14. Course Summary

- a. Agenda
 - (a) A review of the key points of the course.
 - (b) Suggestions on preparation for the final.

Schedule

Class #	Day	Date	Topic or Deliverable
1	Tuesday	1/12/16	Globalization and International Business
	Saturday	1/16/16	Paper 1 (Initial Description of an International Business; The Cultural Environment Facing Business)
2	Tuesday	1/19/16	The Cultural Environment Facing Business
	Saturday	1/23/16	Paper 2 (The Political and Legal Environments Facing Business)
3	Tuesday	1/26/16	The Political and Legal Environments Facing Business
	Saturday	1/30/16	Paper 3 (The Economic Environments Facing Business)
4	Tuesday	2/2/16	The Economic Environments Facing Business
	Saturday	2/6/16	Paper 4 (International Trade and Factor-Mobility Theory)
5	Tuesday	2/9/16	International Trade and Factor-Mobility Theory
	Tuesday	2/16/16	NO CLASS
	Saturday	2/20/16	Paper 5 (Governmental Influence on Trade)
6	Tuesday	2/23/16	Governmental Influence on Trade
	Saturday	2/27/16	Paper 6 (Cross National Cooperation and Agreements)
7	Tuesday	3/1/16	Cross-National Cooperation and Agreements
	Saturday	3/5/16	Paper 7 (Global Foreign Exchange Markets)
8	Tuesday	3/8/16	Global Foreign Exchange Markets
	Saturday	3/12/16	Paper 8 (Global Capital Markets)
9	Tuesday	3/15/16	Global Capital Markets
	Saturday	3/19/16	Paper 9 (Globalization and Society)
10	Tuesday	3/22/16	Globalization and Society
	Saturday	3/26/16	Paper 10 (The Strategy of International Business)
11	Tuesday	3/29/16	The Strategy of International Business
	Saturday	4/2/16	Paper 11 (Country Evaluation and Selections)
12	Tuesday	4/5/16	Country Evaluation and Selection
	Saturday	4/9/16	Paper 12 (Global Manufacturing and Supply Chain Management)
13	Tuesday	4/12/16	Global Manufacturing and Supply Chain Management
	Saturday	4/16/16	Final Paper (Marketing Globally)
14	Tuesday	4/19/16	Course Summary
			4/25/16 Finals Week 4/30/16

Table 1 Schedule

ASSESSMENT OF CRITICAL THINKING AND WRITING

One cannot write a quality paper without first engaging in quality thinking. So, first things first.

Quality critical thinking features:

Focus: The assignment ought to be clear. If not, you have a responsibility to ask clarifying questions. Make as few assumptions as possible. Assumptions tend to lead one astray. Insure that you meet the requirements of the assignment.

Process: Have an approach in mind for critical thinking. Hope is not likely to produce satisfaction. There are a number of proven approaches to process. Find a process if you are not skilled in this area. *Ethics, Critical Thinking, and Communications* (Drogan, 2009a) may prove helpful here.

Testing: Test, test, test, and test again. Your hypotheses, research, conclusions, and recommendations ought to be critically examined. If there is a flaw, especially a fatal flaw, you want to find it before someone else (i.e., your boss, the instructor). Develop the valuable skill of introspection (Drogan, 2009b).

Curiosity: The Fifth Law states "If you continue to think what you have always thought you will get less and less of what you always got" (Drogan, n.d.). Be unafraid to examine matters from other points of view or use ideas from other disciplines. This is not to suggest you ignore the assignment, but rather that you add value to your work. Bosses and instructors like new insights, but only after you have done what they have asked you to do. Our task is to develop graduates esteemed by the maritime and related industries for the value they bring. By "our" I mean you and me. You might find *How to You Talk to Big Data?* (Drogan, 2011) of interest here.

Writing must be:

Clear: Your meaning must be evident. The greater the likelihood of clarity will be if you use simple, common words. Use words you know. Write like you speak. The pursuit of eruditeness for its own sake is usually a bad idea. "It's better to keep your mouth shut and appear stupid than open it and remove all doubt." Mark Twain's advice also applies to writing.

Concise: Write what you have to write in as few words as are necessary. Don't pad for it wastes your time and mine.

Compelling: That is, your writing aims at producing a desirable outcome. These outcomes may include to be polite, to attract attention, to inform, and to prompt or forestall action (Drogan, 2007). Whether you are writing for your instructor, your boss, your children, your significant other, keep in mind the reaction you wish to achieve. Write to compel that reaction.

Relevant: Your reader doesn't want to get to the end of your clear, concise, compelling discourse to find that what you have written is not relevant. Keep in front of you at all times the reasons for doing what you are doing. In the case of your studies it's because the instructor has assigned specific issues to be addressed in a specific fashion. Your boss is likely to do the same thing. I know from experience that your children and your significant may not be so clear in their expectations.

Style: Style is important. Principals such as your boss or your instructor are looking for your writing to be in a certain style. The reason for this is that what you produce ought to fit easily within the principal's decision making system. Trying to put a round peg in a square hole is not likely to enhance your conditions for success. The style required in this course is APA (American Psychological Association). See the OWL (Neyhart & Karper, 2009).

Quality research and analysis (i.e., critical thinking) is critical to successful writing. Clear and concise writing of the results of sloppy critical thinking (i.e. research and analysis) will expose your shortcomings very quickly (recall Twain's quote).

Assessment of papers in this course uses the following rubric ("Rubrics: Written Communication Assessment Rubrics," n.d.).

	4 Excellent (A)	3 Strong (B)	2 Adequate (C)	1 Needs Improvement (< C)
<p>Purpose</p> <p>measures clarity: demonstrated in a well-defined/distinct controlling idea (thesis, dominant impression), in consistent/logical connections among ideas, and in the control of excess (language/material)</p>	<p>Establishes clear purpose and conceptual coherence, which effectively conveys meaning and promotes ease of understanding.</p>	<p>Demonstrates purpose and conceptual coherence, but contains some tangential content or redundant language, which while conveying meaning, can affect ease of understanding.</p>	<p>Generally shows purpose and conceptual coherence, but contains redundant language or irrelevant content, which does convey meaning but at times interferes with ease of understanding.</p>	<p>Lacks a clear purpose and conceptual coherence and contains redundant language and irrelevant material, all of which obscures meaning and inhibits the readability of the paper.</p>
<p>Organization</p> <p>measures the unity of ideas: logical structures (within and between paragraphs), a progression of ideas and objective (thesis, controlling idea, purpose of the assignment)</p>	<p>All aspects of the writing are unified and coherently advance the objective (thesis, controlling idea, purpose) of the assignment.</p>	<p>Demonstrates a well-organized discussion in which most paragraphs are focused and purposeful, and progress logically in order to advance the objective (thesis, controlling idea, purpose) of the assignment.</p>	<p>Generally clear logical progression within and/or between points to advance the objective (thesis, controlling idea, purpose) of the assignment. Some paragraphs may be out of order or contain too many ideas.</p>	<p>Lacks clear organization, containing many unfocused paragraphs. Does not provide connections among paragraphs, to the main points or to the objective (thesis, controlling idea, purpose) of the assignment.</p>
<p>Mechanics</p> <p>measures an attention to the minutia of format, sentence boundaries, and editing</p>	<p>The mechanics and usage demonstrate a mature understanding of the details of written prose and style, with few errors. Follows documentation and format rules appropriate to assignment and discipline.</p>	<p>Well-polished and proficient grammar and usage, with few errors. Generally follows documentation and format rules appropriate to assignment and discipline.</p>	<p>Occasional major or frequent minor errors in grammar, usage, and mechanics. Inconsistent attention to documentation and format rules appropriate to assignment and discipline.</p>	<p>Accumulation of errors in grammar, usage and mechanics that frequently or severely interferes with meaning. Does not follow or may disregard documentation and format rules appropriate to assignment and discipline.</p>

	4 Excellent (A)	3 Strong (B)	2 Adequate (C)	1 Needs Improvement (< C)
Audience/Voice measures an awareness of a target audience and its needs, in addition to the clarity, precision, and appropriateness of a convention style/voice	All aspects of the writing capture, manage, and compel the interest of a target audience, through word choice and syntax, featuring a fluency of language.	Most aspects of the writing meet the expectations of a target audience. Word choice and syntax demonstrate a control of diction that effectively communicate the ideas.	Generally meets the expectations of a target audience. Word choice and syntax generally communicate the ideas, but sometimes may be inappropriate, thus interfering with effective communication.	Does not demonstrate awareness or consideration for target audience. Word choice and syntax are questionable or consistently unclear. Does not convey ideas.

Table 2 Rubric for Assessing Writing

Points available from this rubric range from 16 to 4. These will be converted to the appropriate percentage of 10, 20, and 30 depending upon the points associated with the assigned paper.

References

- Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business: Environments and Operations* (Fifteenth edition). Boston: Pearson.
- Drogan, J. (2007, April 27). *New Rules: Convention and Change in Communication - Bernard L. Schwartz Communication Institute Seventh Annual Symposium on Communication and Communication Intensive Instruction*. Preparatory Note. Retrieved from <http://jmsdrgn.squarespace.com/storage/Schwartz%20Symposium%20Seven.pdf>
- Drogan, J. (2009a, February 3). Ethics, Critical Thinking, and Communications. Retrieved from <http://jmsdrgn.squarespace.com/storage/Ethics%20Critical%20Thinking%20and%20Communications.pdf>
- Drogan, J. (2009b, August 17). The Value of Introspection. Retrieved from <http://jmsdrgn.squarespace.com/storage/The%20Value%20of%20Introspection.pdf>
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- Drogan, J. (2015, December). Writing the Project Paper for GBUS 300 International Business. GBAT Department, SUNY Maritime College.
- Drogan, J. (n.d.). Drogan's Laws. Retrieved from <http://jmsdrgn.squarespace.com/drogans-laws/>
- Rubrics: Written Communication Assessment Rubrics. (n.d.). Retrieved January 2, 2016, from <https://www.csusm.edu/ids/course-design-and-instruction/assessment/rubrics1.html>