

CGMS 724 MANAGEMENT OF INTERNATIONAL ENTERPRISE

Spring/Summer 2026/Mondays

PRE-REQUISITES: GMS 200

COURSE INFORMATION:

Online Virtual Class Time: Mondays 6-9pm

Virtual Classroom: A Zoom meeting link for our Monday 6-9pm virtual classes is posted in the course D2L announcements section; this link is only to be used by officially enrolled students, and only enrolled students may virtually attend the online classes.

COURSE DESCRIPTION:

This course presents students with opportunities to critically analyze sustainable multinational business management policies and activities in Canada and around the world. The core question for this course is:

How do managers sustainably expand businesses to become multinationals?

According to [Our Common Future](#), "*Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.*" (Brundtland, 1987). This is the central definition that sets the direction for addressing the core course question through a critical lens. Learning to "think critically" is core to achieving a university education and students must progress in this area in all assignments in this course. Briefly, this means taking as objective, independent, and informed perspectives as is reasonably possible given the available information and limited time in the course to complete assignments i.e., you should not simply report on what company websites say.

Firms have tremendous opportunities to expand through sustainable international business, aligning their international strategies with sustainable development. They can expand and engage productively with the international community to address the [United Nations Sustainable Development Goals \(UN SDGs\)](#). The UN SDGs represent "gaps" to address as "business opportunities" that can be core to sustainable international business strategy instead of simply engaging in corporate social responsibility (CSR) as a side activity. Businesses must lead. This course offers students an opportunity to modernize firms with original, creative, and novel sustainable international strategies.

The course has two main sections. Section 1, "Sustainable Globalization and Analytical Tools", introduces current debates and concepts about sustainable internationalization and the PESTEL framework as a tool to

support analyses of international markets. Section 2 “Analyzing, Managing, and Internationalizing to Address the UN Sustainable Development Goals” requires students to critically analyze country and cross-country business environments and apply concepts of sustainable management to develop sustainable international strategy. This section provides students with the opportunity to think about how to enter a new market using a sustainable international strategy, how to adjust their organization structure for a broader international mandate, and how to lead a successful sustainable international enterprise. The course uses a combination of lectures, in-class discussions, and assignments to meet these learning objectives.

COURSE OVERVIEW:

This course examines the issues and problems facing managers in larger organizations conducting sustainable business in an international environment. It introduces contemporary topics students are concerned about including sustainability, inequality, and technological innovation. The course looks at managerial functions in a multi-national context where sustainable development is at the forefront, assessing the nature and scope of international business, using the main frameworks of sustainable international transactions, and considering coordination among cross-sector actors such as those between governments, non-governmental organizations, and multinationals, all enabled by careful analyses of national contexts.

COURSE OBJECTIVES:

1. Determine the complexities of sustainably managing in a large international corporate environment.
2. Understand contemporary global issues such as sustainability, inequality, and technological innovation.
3. Incorporate the [UN Sustainable Development Goals](#) and principles of the [UN Global Compact](#) into assignments and discussions.
4. Develop sustainable perspectives for using various modes of entry to compete internationally.
5. Understand sustainable management strategy and its execution in supply chains and local operations in a global context.
6. Acquire some demonstrated familiarity with and incorporate concepts into assignments from the [United Nations Declaration of Human Rights](#), the [ILO Declaration](#), the [Convention on Biological Diversity](#), and other international rules/agreements to develop international managerial competence.
7. Practice and thereby improve English writing skills to build stronger paper structures, improve word choice, avoid plagiarism, support logical and well-researched opinions with multiple and independent sources using correct citation and referencing practices, and perfect grammar to clearly and concisely communicate ideas. The aim is to deliver high quality solutions that executives would be interested in reading and considering as inputs for international strategic decision-making.
8. Demonstrate management skills and responsible management by: **regular online class attendance and contributions to class discussions**, reading all class materials/being prepared to demonstrate genuine enthusiasm in the course and to build professional management capabilities, being a great team member, developing excellent communication skills and emotional intelligence, being ethical and seeking self-improvement by learning.
9. Learn to do independent in-depth research and apply concepts.

REQUIRED READINGS:

1) Journal Articles (no cost – access through the library online and/or via the D2L course website)

To incorporate the most leading-edge thinking in class discussions and assignments, the student will focus on journal articles that are listed below and are accessible through the course D2L site and/or the TMU online Library. **These are required readings. You should spend most of your time focusing on these readings and incorporating them into your assignments as references.**

Start with this special issue article, which is an introduction to the others listed below: **Van Tulder, R., Rodrigues, S. B., Mirza, H., & Sexsmith, K. (2021). The UN’s sustainable development goals: Can**

multinational enterprises lead the decade of action?. *Journal of International Business Policy*, 4(1), 1-21.

Eden, L., & Wagstaff, M. F. (2021). Evidence-based policymaking and the wicked problem of SDG 5 Gender Equality. *Journal of International Business Policy*, 4(1), 28-57.

Lashitew, A. A. (2021). Corporate uptake of the Sustainable Development Goals: Mere greenwashing or an advent of institutional change? *Journal of International Business Policy*, 4(1), 184-200.

Lewis, D. J., Yang, X., Moise, D., & Roddy, S. J. (2021). Dynamic synergies between China's belt and road initiative and the UN's sustainable development goals. *Journal of International Business Policy*, 4(1), 58-79.

Liou, R. S., & Rao-Nicholson, R. (2021). Multinational enterprises and Sustainable Development Goals: A foreign subsidiary perspective on tackling wicked problems. *Journal of International Business Policy*, 4(1), 136-151.

Ramirez, J. (2021). Governance in energy democracy for Sustainable Development Goals: Challenges and opportunities for partnerships at the Isthmus of Tehuantepec. *Journal of International Business Policy*, 4(1), 119-135.

Sachs, J. D., & Sachs, L. E. (2021). Business alignment for the "Decade of Action". *Journal of International Business Policy*, 4(1), 22-27.

Sinkovics, N., Sinkovics, R. R., & Archie-Acheampong, J. (2021). Small-and medium-sized enterprises and sustainable development: In the shadows of large lead firms in global value chains. *Journal of International Business Policy*, 4(1), 80-101.

Stephenson, M., Hamid, M. F. S., Peter, A., Sauvant, K. P., Seric, A., & Tajoli, L. (2021). More and better investment now! How unlocking sustainable and digital investment flows can help achieve the SDGs. *Journal of International Business Policy*, 4(1), 152-165.

Van Holt, T., Delaroche, M., Atz, U., & Eckerle, K. (2021). Financial benefits of reimagined, sustainable, agrifood supply networks. *Journal of International Business Policy*, 4(1), 102-118.

Zhan, J. X., & Santos-Paulino, A. U. (2021). Investing in the Sustainable Development Goals: Mobilization, channeling, and impact. *Journal of International Business Policy*, 4(1), 166-183.

2) Reputable News Media Publications (no cost – access through the library or on the web)

Students should regularly stay up to date on international news by reading publications such as "[Corporate Knights](#)", "[The Guardian](#)", "[Economist](#)", "[The Wall Street Journal](#)", "[MarketWatch](#)", "[Bloomberg](#)", "[Fast Company](#)", "[BBC News](#)", the "[New York Times](#)", "[The Conversation](#)", the "[Financial Times](#)", and Canadian publications such as "[Canadian Business](#)", "[Globe and Mail](#)", "[Toronto Star](#)", "[CBC Business](#)", and the "[Financial Post](#)". Our TMU Library provides free access to most news articles and students may also use the internet to access these and other relevant sources. Students not familiar with the library's databases may contact one of our many helpful TMU librarians to find and read news sources.

3) Occasional Extra Postings/Emails by the professor (no cost)

From time to time over the course, the professor may post and/or email some readings of interest that are required reading for tests (unless stated as not being required). These readings enhance your understanding of the course materials and broaden your business education.

ADDITIONAL READINGS – OPTIONAL

1. **Textbook** (this text is NOT required, and you may be able to buy this book used from students who took the course at various prices)
International Business, 2nd Edition, Wiley, 2020, by Morris & Oldroyd.
The digital ISBN for the eText and WileyPLUS is: 978-1-119-67975-2.
Textbook chapters may be used as *basic background reading* for this course and are *not the focus of the course*. <https://www.wiley.com/en-us/International+Business%2C+2nd+Edition-p-9781119679745>
See the above website link for costs (you can rent the e-book for \$51 USD or buy the e-book for \$121.95 USD).

(All of the following readings are free through the library)

de Lange, D. E. (2011). *Cliques and capitalism: a modern networked theory of the firm*. New York, NY: Palgrave Macmillan. https://torontomu.primo.exlibrisgroup.com/permalink/01OCUL_TMU/1pfebod/alma991014470735708636

de Lange, D. E. (2010). *Power and Influence: The embeddedness of nations*. Springer. https://torontomu.primo.exlibrisgroup.com/permalink/01OCUL_TMU/1pfebod/alma991007598219708636

de Lange, D. E. (2010). *Research companion to green international management studies: A guide for future research, collaboration and review writing*. Edward Elgar Publishing Limited. https://torontomu.primo.exlibrisgroup.com/permalink/01OCUL_TMU/1pfebod/alma991014611993508636

Gopinath, C. (Chinnam). *Globalization : A Multi-Dimensional System*. Fourth edition., Edward Elgar Publishing, 2023. https://torontomu.primo.exlibrisgroup.com/permalink/01OCUL_TMU/1pfebod/alma991045538620905163

de Lange, D. E., Armanios, D., Delgado-Ceballos, J., & Sandhu, S. (2016). From foe to friend: Complex mutual adaptation of multinational corporations and nongovernmental organizations. *Business & Society*, 55(8), 1197-1228. <https://doi.org/10.1177/0007650314568537>

de Lange, D. E. (2021). International isomorphism, sustainable innovation and wealth for OECD cities. *Journal of Urban Affairs*, 43(9), 1285-1309. <https://www.tandfonline.com/doi/abs/10.1080/07352166.2020.1730698?cookieSet=1>

de Lange, D. E. (2024). Climate action now: Energy industry restructuring to accelerate the renewable energy transition. *Journal of Cleaner Production*, 443, 141018. <https://www.sciencedirect.com/science/article/pii/S0959652624004657>

COMMUNICATION

- When contacting the professor, please use your own TMU email account (Refer to: TMU's Policy 157 - TMU Student E-mail Account). The professor and/or the TA will respond to emails during normal university hours, Monday to Friday. Please address the professor as Professor de Lange or Dr. de Lange and include the course code in the title of the email.
- Please address specific issues during office hours (please see the top of this page). If your request is urgent and/or you are not available during regular office hours, please email the professor to make other virtual meeting arrangements.

D2L, WileyPlus, and Zoom

- **Recording and/or sharing of any course information, lectures, discussions or in-person sessions by any means (sound, video, picture, online, etc.) without the express written permission of the instructor is strictly prohibited. Failure to obtain permission ahead of time will be considered a violation of Policy 61.**
- D2L will be used in this course for both administrative and course-content purposes. You must have a D2L account and you are responsible for checking it regularly (at least daily during the term) for information concerning this course, as some information may be released only through D2L. Updates, additions, and/or changes to the course outline will be posted in the D2L Announcements section.
- The textbook is optional, providing some of the basic background information for the course, which is expected to have been obtained in a previous course (or courses).
- Classes will be conducted virtually. Changes in any virtual class arrangements will be posted in the D2L Announcements section. **Students MUST regularly read the announcements and scan the D2L course site for updates. It is the student's responsibility to attend to their course completion requirements.**
- Any inappropriate student behavior online or in person that violates Policy 60 and/or 61 will result in disciplinary actions being taken. Students who behave inappropriately and/or do not cooperate with the professor during class will be asked to leave the class. Additional consequences may result as per university policies.

Course Evaluation*:

Item**	Grade Weight	Due Date
<i>Two individual in-class tests</i>	70% (30% for Test 1, 40% for Test 2)	Classes 4, 11 These in-class tests are due before the end of class.
<i>Team Project (randomly formed teams) with (Peer and Self) Evaluation Forms</i>	30% (5% for the draft; 20% for the written team project; 5% for the team video) Peer and Self-Evaluation Forms are required. Marks penalties up to zero for this project will be assigned without a completed form from each student.	Draft plan – Class 6 Team Paper, Video (with in-class Q&A), and Peer Evaluations – Class 10
Total	100%	

*The course evaluation, above, could be revised during the term.

** All items must be submitted on time to the respective D2L assignment folder. Late assignments will be penalized **at least 20% per business day** late up to a mark of zero. **Any item, a test or assignment that does not meet the requirements as per the course expectations may receive a zero grade.** Any cheating and/or use of AI in assignments/on tests could meet with further penalties in addition to a zero grade, as per university policies.

***Test results will be available on D2L to students. At least 20% of a student's grade that is based on individual work will be returned to the student before the final deadline for dropping courses without academic penalty.

ASSIGNMENTS/TESTS:

- All assignments must be fully typed and professionally written.
- For teamwork, students receive grades only if their name and student ID are on the paper.
- All assignments should be submitted by the deadline online through D2L (or as directed by the professor). **Assignments/tests will automatically be checked by Turnitin for plagiarism.**

1. Two individual in-class tests (Each of 2 tests are 30%, 40% = 70% in total)

- These are multiple-choice and true/false tests completed on D2L.
- See the syllabus schedule for the dates of these tests.
- The tests will consist of several multiple choice, true/false, and possibly other types of short answer questions a period of time to be announced. **NO TIME EXTENSIONS will be allowed** except as considered through official university processes.
- This is a **closed book test to be completed on your own** and, therefore, any type of communication or collaboration with others is cheating. If you cheat, you will receive a zero and you may be expelled from the course.
- To be successful, you must prepare by doing the readings/study prior to the test. Review all class material up to the date of the test **including any in-class discussion** (you should take written notes in class – no electronic recording of material is allowed!), the material on D2L and listed in the syllabus as required, and any additional material added prior to the test. The main aim of this test will be to ensure that you have a good command of the material so that all students will be on a strong footing prior to finishing the team project. This enables all students to make their fair-share contributions to the final projects.

3. Team Project (Draft 5% + Team Project 20% + Team Video 5% = 30%)

- Student teams will develop a *partial* sustainable internationalization plan for an existing company in any country that is not already a multi-national, to expand to become multi-national. Write this report to help the company executive team make their internationalization decisions sustainable, as per the course definition and course readings.
- Teams of 2-6 students (maximum) randomly assigned
- The project consists of a written report and a related video to be completed equally by all students on a team. **If all students on a team are not involved/included, the whole team will fail the project.** If teams are having difficulties with teammates to a point where they want to remove a teammate from their team, they must address the issue with the teaching assistant and/or the professor. **Any team that “bumps” someone off their team, one way or another (for example, by not including the name of the team member on the project, leaving them off meeting invitations, or in other ways), without permission from the teaching assistant and/or professor will receive a zero on this project.** Only the teaching assistant and/or professor can make decisions about changes to team compositions.
- Upon completion of the project, each student should fill out and submit a confidential form to evaluate the performance and contribution of each team member including themselves. These evaluations will be used by the professor to adjust grades downwards in cases where a student has not contributed their fair share, according to the feedback. No grades will be assigned unless all students on a team have submitted these completed peer evaluation forms on the same paper due date, possibly leading to a failing grade for the team.
- **Draft (Up to 5% can be earned as long as the draft is on time) – no marks are given for a late draft**

- Student teams will submit their preliminary *draft summary* (**two pages minimum to three pages maximum, single spaced in length**) by the due date in the syllabus schedule. The draft should outline the company chosen with an in-depth description of its sustainability challenges, some possible countries for expansion and why they could be good places to choose, and some potential sustainable entry/business strategies. Your draft should **cite/reference at least four of the academic journal articles from the first part of the course** that you have already studied, incorporating applicable sustainability concepts for internationalization. **In no way does your mark on the draft suggest your success on the full written report.** The draft is a milestone for you to complete to demonstrate that you have started thinking about the larger report. It is only a step to help ensure that you have not left this project to the last minute.
- **Team Report (20% of the total grade, marked out of 25 points distributed as outlined below)**

Structure:

- The **length is 10 single-spaced pages, not including the references section.** Do not add any appendices or extra attachments. Any pages beyond 10 pages will not be marked.
- 10% will be taken off for each day late.
- The report should follow the following format:
 - **Front Matter (2 points) (3 pages) – no points if any of these parts are missing**
 - Page One: Title Page (including student names and student numbers)
 - Page Two: Executive Summary
 - Page Three: Table of Contents
 - **Main body of the report (20 points) (7 pages) – Include the sections described below**
 - **References (3 points) (any number of pages) – you must correctly use a consistent style such as APA, MLA, Harvard, etc. Choose ONE style only. You must cite your references (e.g., (Author last name, year) **in the body of the report or else no marks will be given for the References section. Beware that when cites and/or references are missing, the report could have marks deducted up to receiving a zero on the entire work for plagiarism.****
 - **An Important Note about Marks Assignment:** University students are expected to be excellent writers and communicators. Therefore, marks are given for content AND excellent writing. **If the markers find your project hard to read and/or not well-written, the project could receive a zero. We cannot grade what we cannot read and we will take off marks for poor writing up to the entire value of the assignment.** Students who are still not writing/communicating clearly should seek help asap through TMU services such as at: <https://www.torontomu.ca/student-life-and-learning/learning-support/>
- **Team Video (5% of the total grade, marked out of 10 points)**
 - The team will compose a 5-minute video where each teammate mentions a main point of content in the project. For example, you might take a key point from each section of the report. The video should cohesively and briefly summarize what the project is about, especially emphasizing recommendations. **Any video longer than 5 minutes will receive a zero. All team members must contribute to the video. The entire project grade will be a zero if this condition is not satisfied.**
 - Grading will be based on whether the video is professional, interesting, engaging, convincing, clearly expressed and reflects a project that satisfies the project criteria. The video should demonstrate course learning. Consider the quality of your business communications - Would you show this video to the management team you are trying to convince? Would it make sense to them?

Sections (Contents) of the Main Body of the Report (Total = 20 points as above, distributed as follows):

Section 1: Introduction (2 points) (1/2 page)– Describe the aims of your paper ensuring that you have a clear statement that is related to sustainable development (e.g., “Firm X’s current plans and activities will be analysed to develop a preliminary sustainable expansion into Y country.”). Remember to include the course definition of sustainable development (above), citing and referencing this definition. Briefly and succinctly describe the company and its existing sustainability challenges to explain why you are devising a sustainable internationalization plan for this particular company. How is your plan expected to meet the company’s goals for a sustainable internationalization strategy?

Section 2: A PESTEL analysis (6 points) (3-4 pages maximum) of the country your team has chosen for your company to do business in (not the country where it originates – you must choose a different country). Write six separate subsections (use the subheadings: Political dimension, Economic dimension, Social dimension, Technological dimension, Environmental dimension, Legal dimension). The six PESTEL sections should only describe the destination country. It is descriptive of the country only and does NOT discuss or apply the information to the firm. **Write, approximately half a page for each of these sections.** You may use bullet points (as long as anyone can understand them) or written paragraphs for each of these six sections. Then, finish Section 2 with a few summary sentences (max. 3 sentences) highlighting the characteristics from the PESTEL that are most relevant to your particular firm context. It is in these latter summary sentences that you may apply some key points from the PESTEL to the firm. This section should not go over 4 pages.

Section 3: Three Sustainable Business Improvement Ideas (9 points) (3 pages)– Develop three fully written (in paragraphs) subsections each describing **three distinct sustainable business ideas** for doing business in the country you have chosen. **Use one page per idea, per subsection.** Apply the ideas that you have learned from the course journal articles to your business context in the country for which you did the PESTEL analysis above. The PESTEL would have helped you understand the unique conditions in the country. So, now you can consider how your company may address customer/client needs in that country using sustainability ideas that you have learned in the course. **DO NOT** go off track by using ideas outside the journal articles or this will garner a zero. This is your chance to apply the ideas that you have learned about in the journal articles.

Your analyses should **cite/reference at least five of the articles from the Special Issue** (Listed in Article 1) that you already studied, applying sustainability concepts from the articles. This section should be specific and detailed. Ensure that you come up with at least three different sustainable and realistic internationalization strategy plans for the company.

Section 4: Summary and Advice for Management (3 points) (1/2 page) – Discuss which of the three ideas in Section 3 you would advise management choose first, explaining your rationale. You must explain why you are choosing this particular sustainable business idea over the others, justifying it based on how it better meets the sustainable goals of the firm while matching with the country conditions. Why is the chosen strategy more likely to be successful/implementable than the other strategies?

Note: Review your paper to ensure that a reader (who does not have the directions in the syllabus) can read and make sense of your paper from start to finish. **Imagine that you are providing this paper to an executive team to help them make internationalization decisions.** Would they find your paper readable? Does it get to the point? Would they find the research thorough enough and the reasoning convincing (and sufficiently objective, independent, and balanced) to take/trust your advice?

Preliminary Schedule – Winter 2026

(This schedule could change. The professor will make class announcements in advance if there are changes. Students are expected to attend virtual classes regularly to stay aware of class changes.)

Date	Topic	Class Activity/Reading Preparation	Teamwork/Assignment Due
1. May 4 th	<ul style="list-style-type: none"> - Introduction - Globalization - Sustainability 	Lecture: Chapters 1/9	Read the text book slides/chapters and articles listed <i>each week prior to class.</i> Come to class prepared to discuss related issues each week.
2. May 11 th	<ul style="list-style-type: none"> - Inequality/Poverty - Analytical Tools 	<p>Van Tulder, R., Rodrigues, S. B., Mirza, H., & Sexsmith, K. (2021). The UN's sustainable development goals: Can multinational enterprises lead the decade of action?. <i>Journal of International Business Policy</i>, 4(1), 1-21.</p> <p>Eden, L., & Wagstaff, M. F. (2021). Evidence-based policymaking and the wicked problem of SDG 5 Gender Equality. <i>Journal of International Business Policy</i>, 4(1), 28-57.</p> <p>Optional reading: Chapters 10/2</p>	
May 18th Victoria Day – NO CLASS			
3. May 25 th	-Political Environment	<p>Lashitew, A. A. (2021). Corporate uptake of the Sustainable Development Goals: Mere greenwashing or an advent of institutional change?. <i>Journal of International Business Policy</i>, 4(1), 184-200.</p> <p>Lewis, D. J., Yang, X., Moise, D., & Roddy, S. J. (2021). Dynamic synergies between China's belt and road initiative and the UN's sustainable development goals. <i>Journal of International Business Policy</i>, 4(1), 58-79.</p> <p>Optional reading: Chapter 3</p>	Team Form is due on D2L
4. June 1st	INDIVIDUAL VIRTUAL TEST 1 (cumulative) A lockdown browser with monitor will be applied for this test completed at home on D2L (Please see notes below)		
5. June 8th	- Economic Environment	Liou, R. S., & Rao-Nicholson, R. (2021). Multinational enterprises and Sustainable	

	- Legal Environment	<p>Development Goals: A foreign subsidiary perspective on tackling wicked problems. <i>Journal of International Business Policy</i>, 4(1), 136-151.</p> <p>Professor will answer questions that may help students with their projects.</p> <p>Optional reading: Chapters 5/4</p>	
6. June 15th	- Trade - Foreign Exchange	<p>Ramirez, J. (2021). Governance in energy democracy for Sustainable Development Goals: Challenges and opportunities for partnerships at the Isthmus of Tehuantepec. <i>Journal of International Business Policy</i>, 4(1), 119-135.</p> <p>Sachs, J. D., & Sachs, L. E. (2021). Business alignment for the “Decade of Action”. <i>Journal of International Business Policy</i>, 4(1), 22-27.</p> <p>Optional reading: Chapters 7/6</p>	Draft Team Project due
7. June 22nd	- Market Entry - International Strategy	<p>Sinkovics, N., Sinkovics, R. R., & Archie-Acheampong, J. (2021). Small-and medium-sized enterprises and sustainable development: In the shadows of large lead firms in global value chains. <i>Journal of International Business Policy</i>, 4(1), 80-101.</p> <p>Optional reading: Chapters 13/14</p>	
8. June 29th	- Technological Change and Infrastructure - Global Innovation and Intellectual Property	<p>Stephenson, M., Hamid, M. F. S., Peter, A., Sauvant, K. P., Seric, A., & Tajoli, L. (2021). More and better investment now! How unlocking sustainable and digital investment flows can help achieve the SDGs. <i>Journal of International Business Policy</i>, 4(1), 152-165.</p> <p>Optional reading: Chapters 11/12</p>	
9. July 6th	- International Organizational Structure - Global Leadership - Global Operations & Supply Chain Management	<p>Van Holt, T., Delaroche, M., Atz, U., & Eckerle, K. (2021). Financial benefits of reimagined, sustainable, agrifood supply networks. <i>Journal of International Business Policy</i>, 4(1), 102-118.</p> <p>Optional reading: Chapters 15/16</p>	
10. July 20th		<p>Zhan, J. X., & Santos-Paulino, A. U. (2021). Investing in the Sustainable Development Goals: Mobilization, channeling, and impact. <i>Journal of International Business Policy</i>, 4(1), 166-183.</p>	Team Project and Video with Team (Peer and Self) Evaluation Forms are due

		Optional reading: Chapter 18	
11. July 27th		INDIVIDUAL VIRTUAL TEST 2 (cumulative) A lockdown browser with monitor will be applied for this test completed at home on D2L (Please see notes below)	
Monday, August 3rd Civic Holiday – NO CLASS			
12. Aug. 10th		Course wrap-up & review	

Course Management

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Costs: The tool does not result in additional costs to you.



Use on personal devices: If using Respondus LDB and Monitor on your personal device, you will be installing and running the software at your own risk. While CCS believes this risk is minimal, they are unable to monitor your personal devices for malicious activity. Always use the most recent version of the tool, and review the steps to uninstall the application at the TMU Respondus Student Guide.

Account creation: A record of your usage is automatically created through your use of the tool through the D2L Brightspace course. At the start of each assessment, you will be required to agree to the TMU-specific Respondus Student Terms of Use.

Data privacy and usage: This tool will have access to your name, TMU username, biometric data (face, voice), and may require you to record your environment, your screen during the quiz, and display your OneCard. This collected data is visible to all Instructors and Academic Assistants in your D2L Brightspace course.

Opt-out options: This tool does not have an opt-out policy, and you may inquire with your instructor regarding alternative assessment options, if available.

For technical support regarding Respondus LockDown Browser and Monitor, please visit the Troubleshooting section of the Respondus Student Guide.

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Generative AI Course Policy, Plagiarism Detection, and Virtual Proctoring

The use of Generative AI (e.g., ChatGPT, Quillbot, Grammarly, Google Translate) is **prohibited** and will be considered a breach of Policy 60: Academic Integrity.

Copyright: The course materials provided to you are copyrighted, and may not be shared without my express written permission. Do not share these materials (e.g. course outline, lecture slides, assignment instructions) with others and do not post them on the internet during the course, or at any time after. If you do so, Policy 60 will apply.

Turnitin: Turnitin will be used to evaluate the originality of your work. Turnitin is a similarity detection service to which TMU subscribes. It is a tool to assist instructors in determining the textual similarity between a student's work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of journals and other publications. No decisions are made by the service; it generates an "originality report," which instructors must evaluate.

Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay. For example:

- an annotated bibliography of each source used in your paper;
- and/or the first few pages of each cited source used in your paper

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Standard for Written Work

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Assignments, Tests and Exams

- Students who miss a test or examination for a justifiable reason with appropriate proof will be given an opportunity to write one makeup test or examination on a designated day. The make-up exams may or may not be in the same format.
- If a student misses a scheduled make-up test or exam, the weight of the missed work may be distributed over other course assessments even if that makes the grade on the final exam worth more than 70% of the final grade in the course.

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Academic Grading Policy

Evaluation of student performance will follow established academic grading policy outlined in the Toronto Metropolitan University GPA Policy.

Virtual Proctoring Information (if used in this course):

Online exam(s) within this course may use a virtual proctoring system. Please note that your completion of the exam will be recorded via the virtual platform and subsequently reviewed by your instructor. The virtual proctoring system provides recording of flags where possible indications of suspicious behaviour are identified only. Recordings will be held for a limited period of time in order to ensure academic integrity is maintained.

in D2L and/or on the Senate website.

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transition support, as well as resources and checklists to support students as online learners.

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Accessibility

- A student should contact the professor by email if they discover an accessibility barrier with any course materials or technologies.

Academic Accommodation Support

