

Business Scholars - 2016 Paris Learning Abroad Independent Study Syllabus BUS 3800/3900

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Class Time/Location: Independent study June 1 thru July 30/ Paris, France

This independent study course is basically a compare and contrast of commercial and cultural differences of **all twenty** of the Ile-de-France Arrondissements (districts). During this course your task is to perform the following:

- **Visit no more than five of the twenty districts during a given week.** The order in which you choose to visit each district is at your own discretion. Each district can be visited via the Metro within Zone One.
- **Establish a personal blog.** As an opening blog write an introductory paragraph or two describing this assignment, including your **thoughts and feelings** about Paris in general, and **expectations** about what you will find as a result of this assignment.
- Once you visit and complete an individual district blog, **upload your blog link to Canvas** under the appropriate district number. (You don’t need to separate any posted – just link the primary website that includes the district.)
- For each of the 20 subsequent blogs use **300 words or more to describe your district visit experience. Be creative in describing your thoughts and feelings** about Paris and the specific district that you visited. Also include the following points of information in each blog (I suggest you do this as an excel table for each district, then cut and paste to your blog):
 - List the **most recent census data** regarding total population of the district
 - List the percentage of district residents that were born in France.
 - List the percentage of district residents that are Non- EU immigrants.
 - Cite trends in immigration that you sense in the district.
 - Visit a Two Star or Three Star hotel in the district and document the rate for a double room.
 - Visit a food store in the district, and list the price of a dozen eggs, a liter of whole milk, and p/kg of rib-eye steak (Entrecote en Francais).
- **Include in each of your district blogs at least five selfie pictures**, one each of the following:
 - A prominent architectural object
 - A prominent commercial business
 - A prominent tourist attraction
 - Two Star or Three Star hotel
 - In your opinion, the most interesting site in each district

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- Invite Megan Randall megan.randall@utah.edu and me buzz.welch@utah.edu to view your blog and all updates.

INDEPENDENT STUDY ASSIGNMENTS and GRADING SCALE

	<u>Points</u>	<u>Percent</u>
Blog substance and quality	800	80%
Final Paper – Due by 17:00 on 8/5/16	200	20%
	<u>1,000</u>	<u>100%</u>

ADD & DROP POLICY: Students can add classes the first week of the term without permission codes if there are seats available. During the second week of the term, students must have a permission code to add the class until the “Last Day to Add”. The DESB will not approve adds after the last day to add except under *extraordinary circumstances* (see definition below).

AMERICANS WITH DISABILITIES ACT: The University of Utah David Eccles School Of Business seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disabilities Services, <http://disability.utah.edu/>, 160 Olpin Union Building 581-5020 (V/TDD) to make arrangement for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

David Eccles School of Business

Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

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Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer

Business Scholars - 2016 Paris Learning Abroad Independent Study Syllabus BUS 3800/3900

reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).

FINAL GRADES will be calculated based on the following breakdown.

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	E	0-59

Incomplete (I) – Should *extraordinary circumstances* arise whereby a student is unable to complete required work, a letter (not an e-mail) requesting consideration of an incomplete grade must be submitted to the instructor at the time the problem arises. Your letter needs to be soundly and logically based on the *extraordinary circumstance(s)* supporting your request for an incomplete grade.

Late Assignments/ Make-up Assignments:

Late assignments will not be accepted. Make-up assignments and tests will be discussed on a case-by-case basis by exception (refer to standard for *extraordinary circumstances* above).

Business Scholars - 2016 Paris Learning Abroad
Independent Study Syllabus BUS 3800/3900

- To put a wrap on your experience, compose a **comprehensive compare and contrast paper** (not less than 3,000 words) that expresses your observations about each district, Paris, and France. Once again, be **creative and meaningful**.

In your paper **compare and contrast**

- district populations, including trends;
- Identify significant economic differences and provide your view of why these exist;
- consider ethnic and cultural diversity, or lack thereof, comparing each district and within each district;
- Indicate what impact, or lack thereof, the current Syrian and North African immigration crises are having on Paris as a whole and by district;
- Compare and contrast commodity prices (hotel and food);
- Consider other factors such as distance from primary employment centers, tourist demand, etc.

As a concluding comment, give your thoughtful opinion about the safety and security you felt whilst in Paris. Be sure to include a table of contents, executive summary, meaningful body and a concluding statement that is focused on future trends.

Your final paper will be due as an upload to Canvas by Friday 8/5 end of day, no exceptions!