

MBA 541: Global Political Economy

School of Business and Management

3 Credits

Effective Date (7/1/2021)

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

In this course, students integrate their knowledge of the functional areas of business and management into a globally oriented view of the organization. Students learn a range of concepts, methods, tools, and techniques to evaluate the external global environment, analyze an organization's internal functions, identify opportunities for future growth in global markets, and devise effective strategies and plans to ensure business success beyond local boundaries. Students engage with real-world cases and scenarios to gain practical insight into the dynamics of international business in parallel with key challenges, success factors, and decision-making within a global context. Students collaborate to create a research-informed plan for global expansion of an existing product or service, and for researching a new foreign business opportunity. Emphasis is placed on globalization, and how national differences in political, economic, legal, and cultural systems implicate strategy, structure, and operations of global business, exporting and importing, entering developed and emerging markets, corporate social responsibility (CSR), sustainability, and global production, supply chain, marketing, business analytics, accounting, finance, and human resources.

Course Resources

Hill., C. (2021). *International Business: Competing in the Global Marketplace* (13th ed.). New York, McGraw-Hill. ISBN10: 1260262588 | ISBN13: 9781260262582.

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Apply global business concepts, models, and frameworks and their cross-functional integration.
- Research and analyze business opportunities in varied foreign markets, considering relevant political, cultural, and economic factors.
- Construct a detailed implementation plan for the expansion of products or services into a foreign market.
- Devise market penetration strategies and select a supportive global company structure.
- Synthesize best practices and strategies that enable global businesses or entrepreneurs to gain from significant market shocks and chaos.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Mini-Case Studies (2)	30%
Research Project: How to Gain from Chaos within a Global Context	20%
Team Project: Global Business Plan and Presentation	30%
Instructor Determined Assignments and Activities	20%
TOTAL	100%

Mini-Case Studies (2) (30% of Final Grade)

Students will complete two (2) mini-cases throughout the quarter, applying global business concepts, models, and frameworks to analyze various business scenarios and develop relevant solutions and/or action plans. While a different case will be utilized each quarter, cases will cover contexts such as international business, the foreign exchange market, the global capital market, exporting and importing, global marketing and business analytics. Each case will require students to investigate the global variance in political, economic, and legal systems, culture, sustainability, ethics, and corporate social responsibility. Specific requirements for each case will vary depending upon the nature of the scenario but all require the analysis of each case and presentation of key insights and lessons learned, informed by - and extracted from - the unique dynamics of the scenario of interest. The insights should enhance managerial decision-making knowledge and skills within the domain of global business. Specific instructions and set of requirements (e.g., format, references, and page count) will be included in the description of each case.

Components - % of grade:

- Case Analysis (20%)
- Application of global business concepts, models, and frameworks (30%)
- Recommendations (30%)
- Technical Requirements (15%)
- Citations (5%)

Mini-Case Studies Grading Rubric

Component	Below Standard	Approaching Standard	At Standard	Exceeding Standard
	0.00-68.74%	68.75 – 86.24%	86.25 – 93.74%	93.75 - 100%
Case Analysis	Conducts minimal or superficial case analysis, drawing general conclusions about current strengths, weaknesses, opportunities, and threats that may be incomplete or inaccurate.	Conducts basic case analysis, drawing some general insights about internal and external strengths, weaknesses, opportunities, and threats.	Conducts thorough case analysis, drawing several insightful conclusions about internal and external strengths, weaknesses, opportunities, and threats.	Conducts thorough case analysis, drawing specific and actionable insights about past, current, and future internal and external strengths, weaknesses, opportunities, and threats.
Application of global business concepts, models, and frameworks	Applies few global business concepts, models, or frameworks, or applies them inappropriately, incompletely, or in limited parts of the case.	Applies some global business concepts, models, or frameworks in a general and appropriate way. At times the description or application may be incomplete.	Applies several global business concepts, models, or frameworks appropriately, and sometimes in advanced or novel ways, to support case analysis and/or recommendations.	Applies several global business concepts, models, or frameworks in advanced or novel ways, to support case analysis and/or recommendations. Applies concepts across all parts of the case.
Recommendations	Is unable to use tools to generate multiple alternative strategies, or strategies are not informed by internal/external analyses. Recommendations for implementation may be lacking clear rationale.	Generates multiple alternative strategies, but connections to the internal/external analyses or use of appropriate tools are somewhat unclear. Recommendations for implementation have some rationale.	Generates multiple alternative strategies, clearly informed by the internal/external analyses and use of appropriate tools. Each possible alternative is assessed and recommendations for implementation have a strong rationale.	Generates multiple alternative strategies, each clearly informed by the internal/external analyses and use of appropriate tools. Each possible alternative is critically assessed and recommendations for implementation have a strong and persuasive rationale.
Technical Requirements	<p>Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are not followed.</p>	<p>One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede the reader's overall understanding.</p> <p>APA conventions are only sometimes followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are consistently followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation.</p> <p>APA conventions are strictly followed.</p>

Citations	Fails to cite and reference sources to support ideas.	Attempts to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is not met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. Exceeds the required minimum number of citations/references.
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**Research Project: How to Gain from Chaos in a Global Context
(20% of Final Grade)**

Companies react to chaos and stress in different manners. Some firms amplify stress, making themselves fragile under the wrong circumstances while others have trained themselves to transform chaos into a catalyst for growth. For this project, students will conduct research to identify and carefully study 2-3 global organizations that have been able to benefit from major shocks such as a pandemic and recessions, and thrive and grow when exposed to volatility, randomness, disorder, risk, stressors, and uncertainty. Students will analyze real-world global businesses, synthesizing practical guidelines and best practices that help international firms or entrepreneurs gain from significant downturns and black swan events. Students can utilize the following outline to guide their analysis:

- **Introduction:** Provide a brief description of the research topic and a clear purpose statement.
- **Case analysis:** Analyze the selected company cases to reveal how each has been able to gain from chaos. It is critical to extract and describe the specific practices and actions that helped the company thrive and grow when exposed to such disorder and uncertainty. This distinct capability is often achieved from many years of a firm’s attempts to learn and evolve. Accordingly, it is important to research and study each company’s evolutionary path and history.
- **Recommendations:** Informed by the analyses of cases, form and offer 5-8 practical guidelines and best practices for international companies (or entrepreneurs) that seek to gain from chaos, legally and ethically. Justify the effectiveness of each proposed recommendation.
- **Conclusion:** Summarize the research topic, purpose and conclusion, highlighting key takeaways.

This research paper will be 5-7 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of eight (8) sources referenced and cited.

Components - % of grade:

- Case Analysis (30%)
- Application of global business concepts, models, and frameworks (20%)

- Recommendations (30%)
- Technical Requirements (10%)
- Citations (10%)

Research Project: How to Gain from Chaos in a Global Context				
Component	Below Standard	Approaching Standard	At Standard	Exceeding Standard
	0.00-68.74%	68.75 – 86.24%	86.25 – 93.74%	93.75 - 100%
Case Analysis	Conducts minimal or superficial case analysis, drawing general conclusions about current strengths, weaknesses, opportunities, and threats that may be incomplete or inaccurate.	Conducts basic case analysis, drawing some general insights about internal and external strengths, weaknesses, opportunities, and threats.	Conducts thorough case analysis, drawing several insightful conclusions about internal and external strengths, weaknesses, opportunities, and threats.	Conducts thorough case analysis, drawing specific and actionable insights about past, current, and future internal and external strengths, weaknesses, opportunities, and threats.
Application of global business concepts, models, and frameworks	Applies few global business concepts, models, or frameworks, or applies them inappropriately, incompletely, or in limited parts of the case.	Applies some global business concepts, models, or frameworks in a general and appropriate way. At times the description or application may be incomplete.	Applies several global business concepts, models, or frameworks appropriately, and sometimes in advanced or novel ways, to support case analysis and/or recommendations.	Applies several global business concepts, models, or frameworks in advanced or novel ways, to support case analysis and/or recommendations. Applies concepts across all parts of the case.
Recommendations	Is unable to use tools to generate multiple alternative strategies, or strategies are not informed by internal/external analyses. Recommendations for implementation may be lacking clear rationale.	Generates multiple alternative strategies, but connections to the internal/external analyses or use of appropriate tools are somewhat unclear. Recommendations for implementation have some rationale.	Generates multiple alternative strategies, clearly informed by the internal/external analyses and use of appropriate tools. Each possible alternative is assessed and recommendations for implementation have a strong rationale.	Generates multiple alternative strategies, each clearly informed by the internal/external analyses and use of appropriate tools. Each possible alternative is critically assessed and recommendations for implementation have a strong and persuasive rationale.
Technical Requirements	Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas. Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or	One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas. Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary,	All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included. Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.	All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included. Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely

	organization. APA conventions are not followed.	structure, and/or organization. Errors do not impede the reader's overall understanding. APA conventions are only sometimes followed.	APA conventions are consistently followed.	free of errors in spelling, grammar, and punctuation. APA conventions are strictly followed.
Citations	Fails to cite and reference sources to support ideas.	Attempts to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is not met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. The required minimum number of citations/references is met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas. Exceeds the required minimum number of citations/references.

Team Project: Global Business Plan and Presentation (30% of Final Grade)

Every organization conducts research to plan and implement a business idea. Throughout the quarter, students will work in self-selected teams to develop a research-informed plan for the expansion of a company's existing product or service into a new, foreign market. At the start of the quarter, each team will select an organization along with one of its products or services and submit their choice to the instructor for approval. Students will utilize a detailed global business plan template, which outlines the key research components such as: analysis of international competitors, assessment of economic-geographic, social-cultural, and political-legal environment, barriers to entry, selection of the company's structure, and financing sources for global business operations. The template will also offer helpful resources that students could utilize to guide their research and find information related to each component of the plan. The business plan should reflect the profit potential of the new product or service opportunity and the problems that need to be overcome in order to achieve success in penetrating the selected market to launch the product or offer the service. The business plan will be 20-25 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of 15 sources referenced and cited. Teams will also present their global business plan to the class. If the course is in an online format, teams will record and submit their narrated presentation. The presentation should be approximately 15 minutes in length (12-15 slides), covering the key sections of the plan (see the template). Each team member will fill out an evaluation form to indicate the level of individual performance in the team. This evaluation will contribute to the "Team Contribution" component of the associated rubric.

Components - % of grade:

- Analysis of business opportunities in foreign market (15%)
- Research-informed plan to enter foreign market (20%)
- Application of global business concepts, models, and frameworks (15%)
- Team Presentation (15%)
- Team Contribution (15%)
- Technical Requirements (10%)
- Citations (10%)

Team Project: Global Business Plan and Presentation Grading Rubric				
Component	Below Standard	Approaching Standard	At Standard	Exceeding Standard
	0.00-68.74%	68.75 – 86.24%	86.25 – 93.74%	93.75 - 100%
Analysis of business opportunities in foreign market	Conducts minimal or superficial external analysis, drawing some general conclusions about current opportunities. Conclusions may be inaccurate and/or lacking assessment of economic-geographic, social-cultural, and political-legal environment.	Conducts basic external analysis, drawing some helpful conclusions about current opportunities. At least some conclusions considered the assessment of economic-geographic, social-cultural, and political-legal environment	Conducts thorough external analysis, drawing insightful conclusions about current opportunities. Assesses economic-geographic, social-cultural, and political-legal environment in drawing conclusions.	Conducts thorough external analysis, drawing specific and actionable insights about current and future opportunities. Thoroughly assesses economic-geographic, social-cultural, and political-legal environment in drawing conclusions.
Research-informed plan to enter foreign market	Develops a superficial plan for entering foreign market, or plan is missing or incomplete. Plan relies on unethical methods. Plan is lacking any clear research-informed rationale.	Develops the basic outline of a plan for entering foreign market, but it lacks key details needed for implementation. Plan is only loosely informed by research.	Develops a thorough and strategic plan for entering foreign market. The premise or parts of the plan are clearly informed by research, with a strong rationale.	Develops a thorough, strategic plan for entering a foreign market that is specific to the needs of given business. Plan is thoroughly informed by research.
Application of global business concepts, models, and frameworks	Applies few global business concepts, models, or frameworks, or applies them inappropriately, incompletely, or in limited parts of the case.	Applies some global business concepts, models, or frameworks in a general and appropriate way. At times the description or application may be incomplete.	Applies several global business concepts, models, or frameworks appropriately, and sometimes in advanced or novel ways, to support case analysis and/or recommendations.	Applies several global business concepts, models, or frameworks in advanced or novel ways, to support case analysis and/or recommendations. Applies concepts across all parts of the case.
Team Presentation	Presentation delivery and slides are not clear and do not address the contents of the core project.	Presentation addressed most of the core project and slides are understandable, but gaps in the delivery exist.	Presentation fully addressed the core project, slides are professional, and presentation was engaging.	Presentation fully addressed the core project, slides are professional, and presentation was engaging. Presentation delivery was professional quality.
Team Contribution	Does not complete all assigned tasks by deadline.	Completes all assigned tasks by deadline. Advises	Completes all assigned tasks by deadline. Advises	Completes all assigned tasks by deadline and/or

		others of progress. Work produced advances the project.	others of progress regularly and seeks assistance where necessary. Work is thorough, as required, and advances the project.	seeks advice from others if delays are anticipated. Work is creative, thorough, comprehensive, and significantly advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.
Technical Requirements	<p>Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are not followed.</p>	<p>One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede the reader's overall understanding.</p> <p>APA conventions are only sometimes followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are consistently followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation.</p> <p>APA conventions are strictly followed.</p>
Citations	Fails to cite and reference sources to support ideas.	<p>Attempts to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas.</p> <p>The required minimum number of citations/references is not met.</p>	<p>Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas.</p> <p>The required minimum number of citations/references is met.</p>	<p>Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas.</p> <p>Exceeds the required minimum number of citations/references.</p>

Instructor Determined Assignments (20% of Final Grade)

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online.

Components	% of Grade
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
TOTAL	100%

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and

potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.