School of Management – Binghamton University

IBUS 480E-581A. DOING BUSINESS IN EMERGING MARKETS
Fall 2015

Professor Elena A. Iankova
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Office hours: Wednesday 3:00—4:00 pm or by appointment
Office: AA-264

MW 4:25—5:50 pm
Room: LN 2405
4 credits

This is a designated Community Engaged Learning (CEL) course: a credit-bearing academic course in which students are involved in a community setting such that the experience is linked to course content, enriches learning, and benefits the community in some way.

In April 2015, this course has been ranked as the ninth most fascinating course on campus. Read more at: http://blog.binghamton.edu/17-fascinating-courses-at-binghamton-university

Course Objectives

In an increasingly globalizing world and the rise of emerging markets such as India, China, Brazil, Russia, Mexico, South Africa and many others, more and more companies are pursuing their major business objectives in these markets. What are the opportunities and market potential, as well as the challenges of operating in such markets? The key objective of this course is to introduce you to the business potential in the world of emerging economies and to equip you with the tools by which you – as future business professionals and leaders – can stay abreast of trends in these markets.

This key objective is transposed into four more specific course goals: (1) to improve your knowledge and understanding of the world of emerging markets and the specifics of doing business in different emerging-market countries, in comparison to the more advanced world; (2) to develop your capacity to perform strategic analysis and think strategically about a company operating in emerging markets, based on the three critical strategic choices – which products/services to offer, where to locate various activities of the firm, and how to organize to effectively operate; (3) to improve your skills of communication and persuasion, including the ability to present and defend a position; and (4) through individual assignments and presentations, to meet your specific professional interests within the broad “emerging markets” theme.
Background on Your Professor

Elena Iankova is an Adjunct Professor both at Binghamton University’s School of Management and the Dyson School of Applied Economics and Management, Cornell University. She teaches undergraduate and graduate-level courses on International Business, Global Business Strategy, Emerging Markets and Global Risk Management. She holds a PhD degree from Cornell University and master’s degrees from Cornell and the University of Sofia, Bulgaria.

Professor Iankova’s research interests are in the area of business, government and civil society relations. Her first book *Eastern European Capitalism in the Making* (Cambridge University Press, 2002) traces the metamorphosis of this relationship in the post-communist region after the fall of communism. Her second book *Business, Government and EU Accession: Strategic Partnership and Conflict* (Lexington Books, 2009) is the first comprehensive study that explores how accession to the EU has affected the relationship between business and government in post-communist countries. Professor Iankova has also conducted research on political risk management strategies of multinational corporations in the transition economies of the post-communist region, as well as on the impact of the multinational corporation on community development and on other socially responsible business practices. Her research findings have been published in *Industrial and Labor Relations Review, Industrial Relations Journal, Journal of World Business, Journal for East European Management Studies, East European Politics and Societies*, as well as in edited volumes.

Professor Iankova currently conducts research on: the benefit corporation as a hybrid form of social enterprise; public-private partnerships and local community development; and the determinants of foreign direct investment policies in transition economies.

Your Background and Interests in Emerging Markets

Please email me your Student Introduction Forms (the generic form is to be found on Blackboard). I will upload them on Blackboard.

During our first class meeting we will also discuss your specific interests in emerging markets and course expectations, your professional aspirations and your ideas on how the course can best help you in achieving them.

Course Resources

*Required Book:*
**Additional Readings**: will be posted on Blackboard.

**Lecture Notes**: Will be uploaded on Blackboard before or after each class session, depending on the type of discussion that day (whether or not a case will be discussed in class).

**Videos**: Some will be broadcast in class, for others there will be a web link provided in the lecture notes.

**Business Journals**. Review of international business news on a regular basis is mandatory for this course – it will greatly enhance your understanding of the major international business concepts that will be discussed in class. Highly recommended journals are *The Wall Street Journal, The Economist, The Financial Times, Bloomberg BusinessWeek, and Fortune*.

All these journals are available free of charge through the Library System (Factiva or ask a librarian). You can also purchase a student subscription for *The Wall Street Journal* at a much reduced rate – for $1 per week for the 15-week term. Please visit [http://www.WSJ.com/studentoffer](http://www.WSJ.com/studentoffer) to order online or you can subscribe through the bookstore.

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**Organization of the Course**

This is a 4-credit course, which means that in addition to the scheduled lectures/discussions, you are expected to do at least 9.5 hours of course-related work each week during the semester. This would include: completing assigned readings; participating in online discussion forums; doing research and preparing for your individual class presentations; and completing a group project on the development of an international export plan for a local company from the Binghamton area.

The course will be a blended one, including both online and in-class elements. It will further combine lectures, case discussions, guest speakers and your active individual and group contributions.

(1) **Lectures**. The course’s core conceptual material is introduced through lectures and relevant articles. Detailed PPT lecture notes will be posted on Blackboard at least 24 hours before each class session. You have to download the lectures and study them. Many of the lecture examples will be pulled from current events and developments in emerging markets – regular reading of *The Wall Street Journal, The Economist, Bloomberg BusinessWeek, Financial Times* and other sources of business news is required.

(2) **Assigned Readings and Cases**. In addition to the lecture notes, you have to study the assigned readings for each class session. You can find them on Blackboard, in the Course Documents folder. Most of the cases used in class will ask you to analyze the positions of different companies, understand their strategies—and how institutional context in emerging markets constrains those strategies—and then to develop action plans for the companies going forward. I expect from you to be able to show how a particular course concept (for example, factors for success of strategic alliances in emerging markets) is illustrated in a case (such as the *Trouble in Paradise* case through Mike Graves’ dilemma), by identifying problems, exploring strategic alternatives, and developing strategic recommendations for the resolution of problems.
(3) Discussion Board. Once you have read the lecture notes and the assigned materials for the class session, you can raise questions or come up with comments related to the topics under discussion. We will open a discussion board on Blackboard for each class session.

Will you need to be on Blackboard/online for a specific time of the day, in order to participate in group discussions? The answer is No.

(4) Guest Speakers. Whenever possible, lectures and case discussions will be supplemented by guest speakers.

(5) Student Participation. Your individual and group participation is also an integral part of the pedagogy of this course.

(6) Fulfilling the Course Requirements. Finally, you have to fulfill the course requirements which are listed below.

Appendix 1 lists the resources that are available on Campus to help you better prepare for and perform in this course.

Performance Evaluation and Grading Policy

Upon successful completion of the course, you will receive 4 semester hours of respective undergraduate/graduate credit. Your grade will be based on:

1. Class attendance and online discussion participation 40%
2. Current-event presentation 20%
3. Group project 40%

(1) Class Attendance and Participation in Online Discussions (40%)

As the percentage breakdown indicates, class attendance and participation in online discussions form an important part of the learning process. Your systematic absences will affect your final grade, whether excused or not. If absent, it is your responsibility to find out from your peers what you have missed.

For each class session/topic, I will open a Discussion Forum on Blackboard, at least one day in advance. I will outline some key points and raise some key questions. I expect you to take part in the discussion by voicing your opinions and critical comments in regard to the covered material. You have the flexibility to reflect on the assigned material at a time that is convenient for you, with a deadline for posting by 10 pm on the day before the class session.

What counts as a post: (a) one answer to one discussion question (already posted on Blackboard or sent by email); (b) one separate comment on the assigned readings that is unrelated to the posted discussion questions for the day (You can post your comments on anything that has interested you and attracted your attention after you have read the assigned readings for the day); or (c) a comment - analysis of how a recently published article in the media relates to the respective topic under discussion (attach the article to your post or provide a link to the article in your post).

You do not have to post on every discussion forum but you need at least 15 posts throughout the duration of the course in order to get a passing grade. I will grade your online discussion contributions based upon both the quality and the quantity of your posts. In particular, I use the following questions to evaluate discussion participation: (1) do the comments reflect careful analysis?; (2) do the comments
add to our understanding of the situation?; (3) is there a willingness to try new ideas (beyond repeating major points in assigned readings and case facts)?; and (4) is the participant considerate of other class members?

Length of your discussion posts. Try to be efficient and say as much as you could within 2-3 paragraphs (up to a page) per post.

Appendix 2 provides basic netiquette guidelines on how to write and receive communications in an online setting.

(2) Current-Event Presentation (20%)

The world of emerging markets is a very dynamic entity, especially currently as it experiences a notable slowdown in economic growth. Consequently, we will incorporate current events into the class discussions and I expect you to read the major news sources on a regular basis. In addition, each of you will make a 15-20-minute presentation in class on a current-event publication or several publications that discuss one and the same topic of your choice within the broad theme of Doing Business in Emerging Markets. You should communicate the article/s to the whole class in advance (by email or Blackboard). Your PPT slides are part of the course’s educational material and will be uploaded on Blackboard after your presentation.

Your presentations have to be distributed proportionately throughout the semester, so a sign-up sheet for specific dates will be available during the second class session.

(3) Group Project. Development of an International Export Plan for a Local Company (40%)

In your professional life you will work in teams most of the time. Learning how to work in a team is an important skill that you can perfect through this group assignment. In addition, the group assignment will tie together much of the theoretical concepts that you are learning in this class with the real world of emerging markets and international business activities. We will partner with a company from the local Binghamton area for the development of international export plans for some of their specific products.

At the beginning of the semester the class will be divided into groups of 3-4 participating members depending on the number of registered students. Each group will be assigned a local company to work with. The tasks of each group will be to assess the export market potential of a selected product of the assigned companies; select a suitable international market/country for that specific local product; and develop a plan for bringing the product to that country.

Throughout the semester, we will spend class time to discuss the progress of the group projects. There will be three intermediate assignments related to this project: (1) International export market assessment; (2) Country selection and overview of the country business environment; and (3) Logistics of entering the selected international market.

The final deliverable of the International Exporting Project is an Executive Report – Export Plan prepared by each group. The Report should, first, identify the most important factors in the selected country’s business environment, as sources of international expansion opportunities and risks for the participating local company from the Binghamton area. Second, based on this analysis, each group would propose to the management of the local company a relevant strategy for entering the selected emerging country’s market. The standard for the report is as follows: 12-point Times New Roman font, 1-inch margin, double-spaced, page-numbered, maximum 10 pages in length, and saved as a Word document.

The Executive Reports will be submitted to the management of the participating local companies. In addition, you will present the findings of your research and analysis at a special meeting of the class with representatives of the company management at the end of the semester.
Being a member of a team can be challenging. I expect that each one of you, as a team member, would play a vital role at each stage of the project. Non-contributing students accustomed to taking advantage of their more conscientious teammates will be disappointed. In evaluating your group projects, I will also use feedback from your team members about your individual performance and contributions to the project.

Other Important Class Policies

**Academic Integrity**
Students registered for this course are expected to abide by Binghamton University’s Code of Student Conduct ([http://www2.binghamton.edu/student-conduct/pdfs/rules.pdf](http://www2.binghamton.edu/student-conduct/pdfs/rules.pdf)). More particularly, a student’s submission of work for academic credit should indicate 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.

**Attendance**
There will be a sign-up sheet during each class session. If for some reason you must miss a class, let me know in advance. Unexcused absences will entail deductions from your participation grade.

**Disability-Related Equal Access Accommodations**
Students wishing to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The SSD website ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.

**Personal or Academic Stress Resources**
If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On-Campus Emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
7. Office of International Student & Scholar Services: 607-777-2510
## Timeline for Class Sessions and Course Requirements

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Discussion Topics</th>
<th>Individual Current-Event Presentations</th>
<th>Group Project: International Export Plan Development</th>
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</thead>
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<tr>
<td>August 31</td>
<td>(1) Introduction to the Course. Key Concepts</td>
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<tr>
<td>September 2</td>
<td>(2) Emerging Markets and the World Economy</td>
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<tr>
<td>September 7</td>
<td>No classes – Labor Day</td>
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<tr>
<td>September 9</td>
<td>(3) Emerging-Market Potential</td>
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<td>Assignment 1: Company Selection</td>
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<tr>
<td>September 14</td>
<td>No classes – Rosh Hashanah</td>
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<td>September 16</td>
<td>(4) Institutional Voids</td>
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<tr>
<td>September 21</td>
<td>(5) Risk and Risk Assessment</td>
<td>√</td>
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<tr>
<td>September 23</td>
<td>No classes – Yom Kippur</td>
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<tr>
<td>September 28</td>
<td>(6) Risk Mitigation Approaches</td>
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<tr>
<td>September 30</td>
<td>(7) Business Models for Emerging Markets</td>
<td>√</td>
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<tr>
<td>October 5</td>
<td>(8) Emerging-Markets Strategies. Local Incentives and Investment Decisions</td>
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<tr>
<td>October 7</td>
<td>(9) Entry Strategies. Exporting, Licensing and Franchising</td>
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<tr>
<td>October 12</td>
<td>(10) Strategic Partnerships. Making Strategic Alliances Work</td>
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<td>Assignment 2: Export Market Assessment</td>
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<tr>
<td>October 14</td>
<td>(11) Local Cultures and Ethics</td>
<td>√</td>
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<tr>
<td>October 19</td>
<td>(12) Corruption</td>
<td>√</td>
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<td>October 21</td>
<td>(13) Multinationals as Engines of Growth</td>
<td>√</td>
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<tr>
<td>October 26</td>
<td>(14) Strategic Community Engagement and Corporate Social Responsibility</td>
<td>√</td>
<td>Assignment 3: Target Country Selection</td>
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<tr>
<td>October 28</td>
<td>(15) The New Breed of Emerging-Market Multinationals (I)</td>
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<tr>
<td>November 2</td>
<td>(16) The New Breed of Emerging-Market Multinationals (II)</td>
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<tr>
<td>November 4</td>
<td>(17) China</td>
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<tr>
<td>November 9</td>
<td>(18) India</td>
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<tr>
<td>November 11</td>
<td>(19) Russia</td>
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<td>Assignment 4: Logistics of Entry Mode</td>
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<td>November 16</td>
<td>(20) Brazil and Latin America</td>
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<tr>
<td>November 18</td>
<td>(21) Africa</td>
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<tr>
<td>November 23</td>
<td>(22) Central and Eastern Europe</td>
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<tr>
<td>November 25</td>
<td>No class – Happy Thanksgiving!</td>
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<tr>
<td>November 30</td>
<td>(23) Presentations of Group Projects</td>
<td></td>
<td>Export Business Plan</td>
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<tr>
<td>December 2</td>
<td>(24) Presentations of Group Projects</td>
<td></td>
<td>Export Business Plan</td>
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</table>
Detailed Class Schedule

August 31st
(1) Introduction to the Course

September 2nd
(2) Emerging Markets and the World Economy
Readings:


September 7th
No classes (Labor Day)

September 9th
(3) Emerging-Market Potential
Readings:


September 14th
No classes (Rosh Hashanah)

September 16th
(4) Institutional Voids
Readings:


Challenges of Retailing in India. Enterprise Surveys Note #10. 2010 (Blackboard).
**September 21st**

(5) Risk and Risk Assessment

Readings:
Aon Global Risk Management Survey 2013 (Blackboard).
The Political Risk Services Methodology @ [http://www.prsgroup.com](http://www.prsgroup.com)

**September 23rd**

No classes (Yom Kippur)

**September 28th**

(6) Risk Mitigation Strategies

Readings:

**September 30th**

(7) Business Models for Emerging Markets

Readings:

**October 5th**

(8) Emerging-Markets Strategies. Local Incentives and Investment Decisions

Readings:

Discussion Questions for Intel Case:
(a) Why did Intel decide to invest in Latin America?
(b) What were the criteria influencing Intel managers’ site selection decision?
(c) What were the pros and cons of each of the shortlisted countries (Brazil, Mexico, Costa Rica, and Chile)?
(d) If you were part of the selection team, which of the four shortlisted Latin American countries would you recommend for locating Intel’s assembly plant? Please motivate your selection.

October 7th
(9) Entry Strategies. Exporting, Licensing and Franchising
Readings:

October 12th
(10) Strategic Partnerships. Making Strategic Alliances Work
Readings:

Discussion Questions for Trouble in Paradise Case:
(a) Is the joint venture Zhong-Lian Knitting Company Limited between the U.S. apparel company Heartland Spindle and the Chinese manufacturer Suzhou First Textile Company beneficial to both companies?
(b) What dilemma does Mike Graves, general manager of the joint venture, face?
(c) What are the four experts’ commentaries on Mike’s dilemma? Which recommendation for approaching the dilemma are you in favor of? Why?

October 14th
(11) Local Cultures and Ethics
Readings:
Case: Red Star China. Discovering the Essence of *Guanxi* (Blackboard).

Discussion Questions for Red Star China Case:
(a) Why does Howard Zhao of Red Star China believe that he must first establish *guanxi* with Pan Weidong, Director of Logistics at NCC, a Sino-German joint venture, in order to secure business with NCC?
(b) What are Howard’s *guanxi*-building activities?
(c) After Pan’s demotion at NCC, Howard has to decide whether to: (i) continue building *guanxi* with Pan, who appears to have lost his usefulness for satisfying Howard’s purposes; (ii) switch
his attention to NCC’s new Director of Logistics, Hans Hol, who is German; (iii) start all over again by finding a new person at NCC to build guanxi with. What decision do you think Howard has to make? Why?

**October 19th**

(12) Corruption

Readings:
- Case: NES China: Business Ethics (A) (Blackboard).

Discussion Questions for NES China Case:
(a) Should NES China give “gifts” to government officials to facilitate the approval process for the establishment of a holding company in Beijing, to coordinate its investment in China?
(b) Consider Chen’s views vs. the German team’s views: would gift-giving to Chinese government officials be unlawful? Would it be immoral?

**October 21st**

(13) Multinationals as Engines of Growth

Readings:

**October 26th**

(14) Strategic Community Engagement and Corporate Social Responsibility

Readings:

**October 28th**

(15) The New Breed of Emerging-Market Multinationals (I)

Readings:
- Case “Haier: Taking a Chinese Company Global” (Blackboard).

Discussion Questions for the Haier Case:
(a) Why was Haier so successful in China?
(b) Was Haier’s decision to globalize into developed markets early on a good strategy?
(c) Can Haier build on its success in niche products to become a dominant global brand in high-end white goods?
(d) Is Haier’s “three thirds” strategy a viable or wise approach?

**November 2nd**

(16) The New Breed of Emerging-Market Multinationals (II)

Readings:

Current-event materials on Blackboard

**November 4th**

(17) China

Readings:
Current-event readings will be uploaded on Blackboard

**November 9th**

(18) India

Readings:
Current-event readings will be uploaded on Blackboard

**November 11th**

(19) Russia

Readings:
Current-event readings will be uploaded on Blackboard

**November 16th**

(20) Brazil and Latin America

Readings:
Current-event readings will be uploaded on Blackboard

**November 18th**

(21) Africa

Readings:
Current-event readings will be uploaded on Blackboard

**November 23rd**

(22) Central and Eastern Europe

Readings:
Current-event readings will be uploaded on Blackboard

**November 25th**

No class – Happy Thanksgiving!
November 30th

(23) Presentations of Group Projects

December 2nd

(24) Presentations of Group Projects

December 7th

(25) Concluding Discussion. How to Win in Emerging Markets?

Readings:


Discussion Questions:

(1) What capabilities should MNCs try to develop that would allow them to anticipate and respond to upcoming opportunities as well as disruptions and risk in emerging markets?
(2) What mix of local and global leadership is required from a MNCs to avail the opportunities and hedge the risks in emerging markets?
(3) How could a MNC engage in effective partnerships with local actors in emerging markets? Will local partners accelerate the multinational’s ability to learn about the local market?
(4) How could a MNC respond to increasing competition from emerging-market companies?
(5) Should a MNC adopt a consistent strategy for all its business units within one country? Across emerging-market regions?
Appendix 1
Campus Resources

Where can you get help on campus?

Binghamton University ITS Help Desk
Walk-in: Located in the Computer Center first floor lobby.
Call: (607) 777-6420
E-mail: helpdesk@binghamton.edu
https://www.binghamton.edu/its/

School of Management ITS Help Desk
Call: (607) 777-2580

Blackboard Support
E-mail: blackboard@binghamton.edu
Call: Tami Regulski – tel. (607) 777-6145;
Andrea Witteman – tel. (607) 777-6457;
Carol Bell – (607) 777-6362
http://www.binghamton.edu/uctd/

University Tutoring Services
E-mail: uts@binghamton.edu
Call: (607) 777-9235
http://www.binghamton.edu/clt/tutoring-services

Libraries
Text: (607) 205-8173
Call: (607) 777-2345
Email: refquest@binghamton.edu
Appendix 2
Netiquette Guidelines
http://teaching.uncc.edu/academic-technologies/moodle-2/students/netiquette-guidelines

Remember: We are all humans. Computers give us the illusion that we are writing to a machine. Human beings react to email responses with human behaviors and we need to be sensitive to that.

Communication Guidelines for Sending & Receiving

Guidelines for Received Communications

1. Forgive other people’s mistakes. Most people have accidentally said something online that they regret, or sent an email message to everyone when it should have gone to one person. Accept apologies and move on.
2. Respect other people’s privacy. If someone contacts you outside Blackboard or the listserv, consider those messages as private communications and do not share them with others. If someone, however, sends inappropriate messages, let your professor know immediately.

Guidelines for Sending Communications

1. Adhere to standards of behavior. Be polite, sincere, and respectful of others. Avoid gossiping about others online.
2. Make yourself look good online. Check spelling, re-read for grammatical errors, format emails for easy responses, avoid “flaming” and project an image of a good student. (NOTE: “Flaming,” means to send an angry, hostile or abusive electronic message.).
3. Help keep “flames” under control. Only use appropriate language online. If others “flame,” try to move readers away from those inappropriate comments.
4. Share expert knowledge. When appropriate, help other students understand the assignment and learn the content. Before you ask your professors questions, see if other students can ease your confusion.

Writing Emails for Easier Responses

Guidelines for Composing Email

1. Avoid using humor or use it sparingly. What seems funny to you may not seem funny to others. Also, jokes and sarcasm can be offensive, and witticisms can fall flat.
2. Customize wording according to the audience. Don’t use the same language when writing to professors as you would use with your peers. Use standard spelling, punctuation, complete sentences and black readable font on a white background for communications with professors. Also, include your name and the class you are taking.
3. Write short paragraphs. Short paragraphs aid readability and avoid the problem of too much text on the screen.
4. Write lines shorter than 70 characters. Shorter lines are easier to read on the screen (think of a newspaper column).

**Guidelines for Formatting Email**

1. Use headings to help the reader find and preview the information. Headings allow the reader to find specific information, get a “preview” of what you are discussing, and aid in comprehension and memory.
2. Write informative, descriptive subject lines to describe your message. For example: If you send a message to Automobiles’ Newsgroup, a subject like “66MG Midget for Sale: Oregon” is much more informative than “Car for Sale.”
3. Separate your paragraphs with blank lines. Avoid indenting paragraphs and be sure to leave blank space between paragraphs so the reader can skim the paragraphs quickly.
4. Make your questions clear. Avoid the common condition of writing a statement instead of the actual question. Be sure to ask the question you mean to ask in as specific, concrete terms as possible.
5. Use only upper and lower case. ALL CAPS are extremely difficult to read on the screen and on the page. In addition, ALL CAPS imply screaming – a practice you will want to avoid.
6. Preview your message by sending it to yourself before you send it to others. You may have been interrupted while composing or you may have done some editing that will cause your message not to make sense.

**Guidelines for Continuing Email Conversations**

1. Respond to email received within a reasonable time frame. “Reasonable” will depend upon the recipient’s expectations and the subject being discussed.
2. Trim back the old messages. Most email clients will keep copying older messages at the bottom of an email. Delete the older messages so as to keep your message size from getting too large and to keep your messages looking clean.

*Developed in part by Dr. Deborah S. Bosley, Director of University Writing Programs UNC Charlotte, Charlotte, NC 28223-0001*

- See more at: [http://teaching.uncc.edu/academic-technologies/moodle-2/students/netiquette-guidelines#sthash.RYWezwqI.dpuf](http://teaching.uncc.edu/academic-technologies/moodle-2/students/netiquette-guidelines#sthash.RYWezwqI.dpuf)