REQUEST FOR APPROVAL TO USE W-DESIGNATION

RECEIVED
OCT 2 3 1996
LIBERAL STUDIES

LSC # _178_
Action _approved_
_10-31-96_

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

(✓) Professor ___Mary Brandenburg___ Phone ___x5733___

(✓) Writing Workshop? (If not at IUP, where? when?) ___Barbara Walvoord (1993)___

(✓) Proposal for one W-course (see instructions below)

(✓) Agree to forward syllabi for subsequently offered W-courses? Yes

TYPE II. DEPARTMENT COURSE

( ) Department Contact Person _____ Phone _____

( ) Course Number/Title _____

( ) Statement concerning departmental responsibility _____

( ) Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

( ) Professor(s) _____ Phone _____

( ) Course Number/Title _____

( ) Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) ___Mary Anne Brandenburg___

Department Chairperson ___Waje Merle___

College Dean ___see e-mail message from Dean - attached___

Director of Liberal Studies ___Darlene Richardson 10-31-96___

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

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MAIL> extract tt:
From:    GROVE::BOBCAMP        "ROBERT C. CAMP" 30-OCT-1996 08:04:39.75
To:      DRCHRDSN
CC:      BOBCAMP
Subj:    E-mail below
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I approve of the proposal from Dr. Brandenburg entitled Women in Business.
This E-mail should suffice but if you need a signature, I'll be glad to sign.

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From:    GROVE::DRCHRDSN       "Darlene Richardson, Liberal Studies" 28-OCT-1996 08
:22:58.96
To:      BOBCAMP, MABBURG
CC:      DRCHRDSN, WAYNE_MOORE
Subj:    Writing proposal for Maryanne Brandenburg
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Hello, Bob. Maryanne Brandenburg submitted a proposal to be approved as a Type
I Professor committment writing instructor for BE 481 Women in Business. You
have not signed the cover sheet. The Liberal Studies Committee is meeting on
Thursday, October 31, 1996, and could consider Maryanne's proposal at that
meeting IF you approve her proposal. Please let me know--I can have a student
worker bring the proposal to you for signature. If you would like more time to
consider the proposal, that is fine with the LS committee too. Thanks, Darlene

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions, Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

✓   Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?

✓   Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?

✓   Does one of your course objectives explicitly mention the improvement of writing?

✓   Will you distribute written instructions, including criteria for evaluation, for major assignments?

✓   Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?

✓   Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?

✓   Are there at least two, and preferably more, different writing assignments?

✓   Will students revise at least one assignment after receiving your review comments?

✓   Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?

✓   Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

✓   Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

_____   Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

WRITING SUMMARY — BE 271 "Women in Business"

BE271, Women in Business, is proposed for identification as a "W" course. The course will be taught once a year in the Spring semester and is to be listed as an elective in the Women's Studies Minor program. Students in the class are expected to be of Sophomore, Junior, or Senior status. Most students will be pursuing a Minor in Women's Studies, although other students may enroll providing seats are available. Women's Studies students will be given priority. Prerequisites for the course are Women's Studies Minor or permission. Enrollment is limited to 25 students.

Four types of writing will occur in this course: Formal group writing, formal individual writing, informal group writing, and informal individual writing.

Formal Writing Assignments

1. A formal collaborative group writing project consisting of three parts. The purpose is to improve writing skills and encourage critical analysis of an issue or problem of women in business. Students, working in small groups of three to four, will engage in a three-part library research on a topic of their choice related to Women in Business. Part 1, the project proposal, is a persuasive document to convince the instructor that the topic is important, that sufficient literature exists to support the topic for writing and presenting purposes, and that the team has adequately assigned roles and work to complete the project according to the due dates. Part 2, the progress report, describes what the group has accomplished as planned, what was not accomplished according to plans, tasks left to do, and whether or not those tasks will be completed by the final due date. Part 3, a formal report, is the finished document presenting the research. This document will also be the basis for an oral presentation to the class. (Guide sheets provided)

2. A formal, individual writing project covering a face-to-face interview with an area business woman. The purpose of this project is to understand the personal history of challenges, issues, and celebrations of a woman practitioner of business. Students will create an interview protocol, meet with the interviewee and collect information, reflect upon principles learned in class and how they relate to information shared in the interview, then write an interview report. (Guide sheet provided)

Informal Writing Assignments

3. Informal, collaborative case analysis — written in class and organized according to group decision making theory for identification of problem, contributions to the problem, viable solution set, pros and cons of each solution, and final solution recommendation.

4. Informal, individual summaries of reading assignments, panel presentations, or speaker presentations will be requested from students in answer to probing questions provided by the course instructor. Students will write to analyze and synthesize ideas presented to them, or they may be asked to document their thoughts and generate questions prior to an open in-class discussion.

Summary of Writing Assignments for BE 271					
Assignment	# of Assignments	Total # of Pages	Graded	Revisions	% of Final Grade
Project proposal *	one	two	yes	yes	9
Progress report *	one	two	yes	no	9
Final report *	one	six	yes	no	22
Interview report	one	two	yes	no	5
Case analysis *	one	two	yes	no	5
Written "briefs" **	variable	approx. six, & three graded	yes for 3 no for 3	no	10
Exams	two	four	yes	no	40

* Collaborative group writing
**Some briefs may be written by individuals and others generated collaboratively by group members

SYLLABUS OF RECORD

I. **Catalog Description**

BE 271 Women in Business

3 credits
3 lecture hours
(3c-3l)

Current projections indicate that women will be a significant component of the Workforce 2000. What jobs, careers, and roles will women occupy in the future and how will the workforce be affected by their participation? This course provides a broad overview of the roles and experiences of women in the workforce from historical and organizational perspectives. The course topics will include: lateral and horizontal sex segregation of the workforce; women in management, leadership, work styles, and values, as well as legal and social remedies

II. **Objectives** As a student of the course, you will:

A.   Analyze issues of women in the workforce from a historical perspective -- reading, report writing, speaking. Through readings, you will view women and work from early history, through the industrial revolution and sweatshop era, and to current days. You will work collaboratively as a member of a small group to select a topic related to the course and your readings, conduct a library research, and write a set of reports--proposal, progress, and final report. You will then share your findings with the class in a group-presented, oral report.

B.   Synthesize knowledge of historical women and work with current issues of women and work -- reading, panel presentations, and short reflection papers.

C.   Evaluate the challenges, opportunities, and directions for the future of women in work.

D.   Investigate issues of power, leadership, relationships, and cultural boundaries of the workplace for women from vantage points of the past, the present, and the future.

III. Course Outline   **Contact Hours**

A.   The historical woman — BC to Enlightenment   3

    1. Traditional and acceptable work roles
    2. Untraditional work roles and consequences
    3. Interests, rights, and property
    4. Introduction to semester research project

B.   The historical woman — 18th and 19th Centuries   3

    1. Traditional and acceptable work roles
    2. The challenged woman, the liberalized (?) woman
    3. Industrial revolution and changes in work, family, and expectations
    4. Interests, rights, and property
    5. Research proposal writing

C.   The 20th Century woman   12

    1. War demands and women at "work"
    2. Pioneering roles — Rosie the Riveter and more
    3. Expression and suppression
    4. Power, leadership, and politics
    5. Opportunity or improbability
    6. Glass ceilings
    7. Electronic sweatshops
    8. Interests, rights, and property

D.   Women and work of the 90s   18

    1. "You've come a long way (???).
    2. The challenged woman
    3. The mosaic workplace
    4. Electronic highways, speed bumps, and mechanical brains
    5. Women in space, women in government, women in clergy, women in...
    6. Interests, rights, and property — some things old, some things new
    7. Research progress report writing
    8. Field interviews with area business woman
    9. Case analysis
    10. Midterm examination

E.   The working woman of tomorrow   6

    1. Work: The way we want it to be
    2. Work: The way it might be—trends which suggest
    3. Prophylactics

4. Opportunity and threats
5. Research project--final written and oral reports

F. Culminating course activity/Final examination

2

Total Course Hours 44

IV. Evaluation Methods

Final course grade is determined as follows:

40% Formal research writing – total 10 pages

	Project proposal, 2 pages	20 points
	Progress report, 2 pages	20 points
	Final report, 6 pages	50 points

5% Field interview with area business woman – 2 pages

| | Interview protocol and written report | 12 points |

5% Case study analysis – 2 pages

| | Grades on organization, content, and mechanics | 12 points |

10% Briefs -- 3 graded pages, 7 points each   21 points

40% Exams (a mid-term and a final) -- 2 pages of essay

| | Exams consist items are multiple-choice, completion, and short essay items. | 90 points |

TOTAL POINTS   225

V. Required Readings

A bound set of contemporary readings, assembled by the instructor, will be required approximately 300 pages) -- available from local printing service.

Reference texts:

Hennig, M., & Jardim, A. (1977). The Managerial Woman. Garden City, NY: Anchor Books.

Konek, C. W., & Kitch, S. L (Eds.) (1993). Women and Careers: Issues and Challenges. Thousand Oaks, CA: Sage.

Pilotta, J. J. (Ed.) (1983). Women in organizations: Barriers and breakthroughs. Prospect Heights, IL: Waveland Press.

VI.   **Special Resource Requirements**

None required

VII.   **Bibliography**

Anonymous was a woman (1978). Skokie, IL: WNET Films, Inc.

Briley, S., & McDougall, M. (1994). Developing women managers: Current issues and good practice. Edinburgh: HMSO Publishers.

Buhler, P. (1991). The impact of women in business in the 90s. Supervision 52:11, 21-23.

Cunningham, M. (1984). Powerplay. New York: Linden Press.

Electronic Sweatshop, the. (1985). San Francisco: California Newsreel.

Fagenson, E. A. (Ed.) (1993). Women in Management: Trends, issues, and challenges in managerial diversity. Thousand Oaks, CA: Sage.

Field, C. (Producer & director) (1987). The life and times of Rosie the riveter. Los Angeles: Direct Cinema Limited

Hennig, M., & Jardim, A. (1977). The Managerial Woman. Garden City, NY: Anchor Books.

Jacobs, (1994). Gender inequality at work (vol. 174). Thousand Oaks, CA: Sage.

Konek, C. W., & Kitch, S. L (Eds.) (1993). Women and Careers: Issues and Challenges. Thousand Oaks, CA: Sage.

Lewis, S., & Lewis, J. (Eds) (1996). The work family challenge: Rethinking employment. Thousand Oaks, CA: Sage.

Men and women working together (1996). Video. Princeton, NJ: Films for the Humanities & Sciences.

Nelton, S. (1991). Women in business: Making an impact. Nation's Business, 79: 10, 41-44.

O'Hare, W., & Larson, J. (1991). Women in business: Where, what, and why. American demographics, 13:7, 34-38.

Pilotta, J. J. (Ed.) (1983). Women in organizations: Barriers and breakthroughs.

Prospect Heights, IL: Waveland Press.

Powell, G. N. (1993). Women and men in management. Thousand Oaks, CA: Sage.

She's nobody's baby: American women in the 20th century. Northbrook, IL: MTI Film & Video.

Stockdale, M.S. (1996). Sexual harassment in the workplace. Thousand Oaks, CA: Sage.

Very enterprising women (1980). National audio video center.

Women in the military: Opposing viewpoints (1994). San Diego, CA: Greenhaven Press.

Women of ideas and what men have done to them. (1985). National women's studies association conference and convention.

SEMESTER PROJECT
Introduction and General Instructions

INTERNET COLLABORATIVE LITERATURE REVIEW

Proposals Due:	Fourth Thursday of classes
Progress Report Due:	Eighth Thursday of classes
Final Group Report Due:	Twelfth Thursday of classes

OVERVIEW: The major project for this semester will involve working in a group of three or four individuals.

The basis of the project will be a simulation of a formal literature review which might be commissioned by a company to assess the verity and currentness of studies/viewpoints such as those in journals like Forbes, Working Women, or Nation's Business.

The result of the group collaboration will be a formal proposal, a progress report, and, finally, a *six-page* report involving articles supporting or refuting the claims of your base article. Each group's documents will be assigned grades, and all students in a group will share the grade earned by the group.

ARTICLE SELECTION: Each group will select an article of at least two pages in length from any issue of a business magazine or journal dated between 1992 and the present. The article should be one that includes a summary of recent research on some issue or topic of women in business. Your central article for this literature review must have the approval of your instructor.

RESEARCH: Each group will conduct library research to see whether the studies/viewpoints in the article are representative of the larger body of research in that field. Each group's final report will be based on these *four* questions:

1) What other recent periodical articles (within 5 years of the article's publication) can be found on the same topic as your base article?

   IMPORTANT: Each group member should agree to check a different index or CD-ROM database, such as ERIC, Dissertation Abstracts, Psychological Abstracts, ABI/INFORM, and the Biological Index. Ask your instructor or librarian for other suggestions.

2) What viewpoints or ideas do these other articles suggest?

3) Do you find any major differences between the viewpoints represented in the periodical literature and the viewpoints found in your base article? If so, explain (show that additional articles support significantly DIFFERENT viewpoints not expressed in your base article). If not, explain (show that additional articles include the SAME views).

4) In your group's judgment, how accurate is your base article in representing the views of the business community, as represented in the wider range of reading on the subject the group has done. Discuss and explain your reasoning.

DIRECTIONS FOR PROJECT PROPOSAL
Due Thursday of the Fourth Week of Classes

OVERVIEW: The first collaborative team task in the semester project is the literature review and project proposal. Each team is to turn in this Project Proposal on the fourth Thursday of class.

The purpose of the Project Proposal is **persuasive**—to demonstrate to the instructor that a team has selected a suitable base article from a business magazine or journal, that a preliminary survey of the research literature indicates that sufficient material exists to complete the Literature Review, and that the team has the organization and planning in place to accomplish the project.

Use memo format and address it to Professor Brandenburg

Consider this a solicited proposal.

FORMAT FOR PROJECT PROPOSAL: (300-500 words--this page has 288 words)

I. SUMMARY OF ASSIGNMENT

In a sentence or two, describe your group project and goals. Also include a few sentences describing the division of labor in your group.

II. DISCUSSION OF SELECTION OF ARTICLE

In a few sentences, describe the methods, criteria, and process by which you selected the article.

III. PRELIMINARY BIBLIOGRAPHY AND ESTIMATE OF AVAILABLE MATERIALS

By this time you should have done some library and database work to find out what is available on your topic. What are the articles (use MLA bibliography form) and who is responsible for reporting on which articles?

IV. GROUP SCHEDULE

This section should include a series of internal deadlines that are to be met before the progress report and final report deadlines. It should be fairly detailed and contain dates.

V. BUDGET

Give a breakdown of the projected TIME involved in producing the report. Include projected time allotments for each of the group members.

VI. SUMMARY/CONCLUSION

Stress the ability of your team and the workability of the project.

DIRECTIONS FOR PROGRESS REPORT
Due Thursday of the Eighth Week of Classes

Title of Report: PROGRESS REPORT
                          TEAM # and Student Names

Headings For The Body of the Report: WORK COMPLETED
     (Use them as center heads)   WORK REMAINING
                                     DISCREPANCIES OF ACTUAL AND
                                           PROJECTED TIME
                                 ASSESSMENT OF PROGRESS

USE THE FOLLOWING AS AN OUTLINE AND GUIDE FOR YOUR PROGRESS REPORT:

1) The first paragraph after your title will be your introduction in which you should indicate:

    *Students (by name) in your team
    *Topic you are studying and title of your base article (use proper MLA referencing style)
    *Agencies you have contacted, data bases you have consulted, interviews you have
      conducted, field visits you have made—all with names, dates and addresses.
    *The division of labor in your group for each task and/or stage of project: research,
      measuring, interviewing, site visits, analysis, drafting for report, revising, and
      proofreading

2) The first section of the BODY—WORK COMPLETED—of your progress report will indicate the actual amount of completed. **Be very specific here:** Number of interviews conducted, surveys taken, data bases consulted, articles looked up, number of options considered to solutions, who has done what, what is scheduled for completion, and when.

3)The next section—WORK REMAINING—will indicate all tasks still left to be done—both big and small. VERY IMPORTANT: Indicate the INTERNAL DEADLINES that the team will use to keep the remainder of the project on schedule. Provide dates for all team deadlines here. BE AS COMPLETE AND DETAILED AS POSSIBLE.

4) This section—DISCREPANCIES OF ACTUAL AND PROJECTED TIMES—should provide a detailed discussion of the specific amounts of time that were budgeted for each task and what our actual experience has been. This section should include PROJECTED and ACTUAL amounts of time for EACH group member.

5) The final section—ASSESSMENT OF PROGRESS—should be a candid evaluation that provides a consensus opinion of the progress to-date:

    What is the group's assessment of the work still to be done?
    What difficulties have you experienced during the research and writing?
    What remedies have you taken to overcome those difficulties?
    Evaluate your group's ability to bring the project in on-time.

DIRECTIONS FOR FINAL REPORT
Due Thursday of the Twelfth Week of Classes

OVERVIEW

The final report is a literature review of the sort which might be commissioned by a business or research unit to assess the verity and currentness of studies/viewpoints such as those found in a business magazine or journals like <u>Forbes</u>, <u>Working Women</u>, or <u>Nation's Business</u>. The report clearly indicates which article you are using as your base article for the exploration of ideas on a controversial subject.

SAMPLE OUTLINE

TITLE PAGE: Think of a good title, preferably something more imaginative than _A Literature Review of XXXX_. Include your team number, team members, the date, the class, and the section number.

TABLE OF CONTENTS: follow conventional format.

TABLE OF FIGURES: If you have more than one graphic, include this.

INTRODUCTION: Introduce your task and purpose for this report. If necessary to create a convincing document, invent a rhetorical context in which this report would make sense. For example, the company's purpose might be to determine long range policy in light of the findings of this report.

INITIAL SUMMARY (optional): If your group feels more comfortable summarizing the base article first before going on to explore the controversies among the various points of view, you may provide a section of summary after your introduction.

FINDINGS: This main body section will introduce the key findings of the base article and evaluate them in the context of additional readings wherever possible.

In your discussion, *compare and contrast* the opinions and evidence provided in the articles. Any speculation on your part should be based on what you can determine from the articles. Above all, stay close to the originals, quote and paraphrase (with proper cites) and synthesize where appropriate. Do not go off into extended discussion of the issues without referring to the articles.

Integrate quotes properly into your own text, using phrases such as "In this context, the authors contend that "<quoted text>". Do not drop passages of the original articles into your report without weaving them into your text.

Use *signposts and logical transitions* (e.g. "in a similar manner," "in direct contradiction to what X says" etc.) to orient your readers with regard to the point you are making and the direction you are taking. Try to make it clear in each paragraph how every piece of information you bring up relates to your overall purpose.

CONCLUSION: Finally you must sum up your literature review by synthesizing the major trends, agreements, and disagreements among the articles. In this case, having an imaginary scenario such as making recommendations for future company policy may make it easier for you to create a professional sounding conclusion.

METHODS:

Each group's report will be based on these questions:

1) What other recent periodical articles (at least four articles other than the base article within 5 years of the base article's publication) can be found on the same topic as your base article?

2) What viewpoints or ideas do these other articles suggest?

3) Do you find any major differences between the viewpoints represented in the periodical literature and the viewpoints found in the base article? If so, explain (show that additional articles support significantly DIFFERENT viewpoints not expressed in the base article). If not, explain (show that additional articles include the SAME views).

4) In your group's judgment, how accurate is the base article in representing the views of the business community, as represented in the wider range of reading on the subject the group has done? Discuss and explain your reasoning.

REPORT SPECIFICATIONS:

Length: ONLY 6 double-spaced pages of text, not including Table of Contents and List of Works Cited.

Keep sentences to 20 or fewer words, paragraphs between 5 and 8 lines each.

Scrutinize closely your punctuation and grammar.

Use 1 inch margins right, left, top, and bottom, except for the first page, which will have a 1.5 inch top margin.

Number all pages. Use small, Roman numerals for preliminary pages and begin page 1 with the first page of the report body.

Graphics: Include graphical elements whenever appropriate.

Documentation: MLA Parenthetical Style. List of "Works Cited": MLA Style; minimum of five articles or other sources.

ASSIGNMENT GUIDELINES
FOR A
FACE-TO-FACE INTERVIEW WITH A BUSINESS WOMAN
(20 points)

Task: Conduct a guided interview to learn the personal history of your selected woman in business.

Procedures:

1. Read the handouts on skills for conducting a successful face-to-face interview.
2. Develop an interview protocol, using four to six open-ended questions.
3. Select a suitable interviewee candidate and obtain approval from your instructor.
4. Contact your potential interviewee to obtain permission to interview her and mutually determine the time and place for the interview.
5. Conduct your interview, guided by the protocol, and use an appropriate mix of primary, secondary, probing, and directed questions to extract information.
6. Evaluate and analyze the information obtained from the interview.
7. Write a two page report according to the criteria listed below.

Report Criteria:

a. Write your interview question just prior to presenting the information you obtained.

b. Clearly indicate the originator of each expression; for example,

(Your name) What was your first position when you were hired by the XYZ Company?

In response to this question, Ms. Interviewee stated she first worked in the Shipping Department for minimum wage. The work was very monotonous. A request for transfer was...

or...

(Ms. Interviewee) "I started in the Shipping Department at minimum...."

(Your interpretation). The lack of opportunity for change or promotion for Ms. Interviewee illustrates a type of "glass ceiling" effect...

c. Format your document as follows:

1 inch side, top, and bottom margins
Double line space your content
Have no more than two pages
Spell check and grammar check your paper carefully
Use headings and subheadings appropriately

COLLABORATIVE WRITING ASSIGNMENT
(for short assignments)
20 points

Task: Write an analysis of the attached case study.

Situation:
>   You will team up with another student (or two other students). All group members will
>   verify that each member's composition is perfect according to the criteria listed below.

Grading:
>   You will have two scores -- one based on the total errors made in your group (the total
>   errors you make plus total errors made by your partners) and the other on the quality of your
>   individual composition.

Procedure, in seven steps:
>   1. Describe to your partner what you are planning to write. Your partner outlines your
>   composition as you describe it and probes by asking a series of questions.
>   2. Reverse roles, and repeat step 1.
>   3. Write your purpose statement together.
>   4. Work individually to write the balance of your composition.
>   5. Present your finished paper to your partner for proofreading and comments; your
>   partner will do the same with your paper.
>   6. Make appropriate changes.
>   7. Submit your paper for formal evaluation by your instructor.

Writing criteria:
>   Use topics and subtopics according to the structure of vigilant interaction theory:
>   I.   Make a clear statement of the problem or question to be addressed.
>   II. List the factors which are contributing to the problem or creating the question.
>   III. Present a viable set of solutions (3 to 4)
>   IV. Evaluate each solutions for its positive effects, then for its negative effects.
>   V.   Present a final, best solution for the case.

WRITING "BRIEFS"
FOR REFLECTION, GENERATING THOUGHS,
AND PREPARING FOR DISCUSSIONS
(informal writing assignments)

Task: Write no more than one page on the announced topic, and prepare your paper according to the following criteria.

Criteria: Reflect carefully on the subject. What do you understand to be the issues or challenges? What principles have you learned which may apply to this "brief" assignment? What questions or issues remain unresolved? What changes have taken place or are likely to take place?

November 7, 1996

To: Maryanne Brandenburg, Office Systems and Business Education Dept.

From: Darlene Richardson, Director

Subject: Request for Approval to Use W-Designation

At its meeting on October 31, 1996, the Liberal Studies Committee approved your proposal to be designated as a Type I Writing Professor. Type I approval means that you may designate any of your courses as a writing-intensive (/W/) course as long as you teach it in a writing-intensive manner. The Liberal Studies Office would appreciate receiving syllabi of other /W/ courses you teach in addition to the syllabus we already have on record, BE 271 Women in Business (in Spring 97 we understand that this course will be taught as BE 481 Special Topics: Women in Business).

The Liberal Studies Committee had the following questions/concerns with your proposal: 1) we are somewhat concerned about the 60% of group writing and 40% of individual writing in the course and therefore 2) we wonder how you are building in individual accountability for the group work. We would like you to tell us also how much of the revision of students' writing will be reviewed by you and how much by other students. Please add the improvement of writing as one of the objectives to the syllabus when this course is offered as /W/. As a friendly suggestion, note that the contact hours for the course is 3 lecture hours = 3 contact hours and the abbreviation of this (p. 14 of your proposal) should read 3c-0l-3sh.

Thanks for helping us increase the writing opportunities for our students. Please respond to these questions before we officially add the /W/ to your special topics course.

copies: Wayne Moore, Chair, Office Systems and Business Education Dept.
    Robert Camp, Dean, College of Business

TO: Darlene Richardson, Director
           Liberal Studies

FROM: Maryanne Brandenburg
           Office Systems & Business Education

DATE: January 23, 1997

SUBJECT: For Your Records: New Course to be Taught as Writing Intensive

Attached is a copy of the new course "Intercultural Business Communication" (AD342) which I will teach as a /W/writing intensive course. The course will be offered once a year beginning in the fall 1997. It will be listed in the fall 1997 course offerings as a special topics AD481 because we have not yet received UWCC or Senate approval.

If you have any questions or comments, please email or call:

        MABBURG   or   X5733

I always welcome your input.

Thanks.

I. <u>Catalog Description:</u>

AD342: Intercultural Business Communication   3 credits
Prerequisite: Junior Standing   3 lecture hours
          (3 c-3 sh)

The course provides an in-depth study and theoretical understanding of intercultural business communication, including international, national, ethnic, racial, and socio-economic cultures. Students will explore practices, trends, and difficulties of people primarily identified with one culture, attempting to interact with people of another culture through speaking, listening, writing, and nonverbal means. Problems of intercultural communication situations for business will be pinpointed, elements of the problems clarified, and guidelines projected for problem mitigation.

II. <u>Course Objectives:</u> Students will:

1. Gain an understanding of the cyclical processes and connectiveness of five cultural value orientations as they relate to communication: namely, doing and achieving, the self, thinking and knowing, organization of society, and perceptions of the universe.

2. Recognize and understand the basic theories of intercultural communication relevant to business.

3. Develop intercultural sensitivity pertinent to understanding and interacting with people of other cultures, whether in the work place or an international context.

4. Develop intercultural competencies needed to become independently effective in a multicultural context.

5. Understand cultural differences which affect business communication, such as immediate versus delayed gratification and specific versus diffused responses to people and events.

6. Gain new multicultural understanding by examining and analyzing episodes (mini cases) of successful and failed intercultural business communication.

III. Course Outline:

Lecture Hrs.

A.   Introduction   2

     1.   Background and development of intercultural
         business communication as an area of study
     2.   Terms and definitions of intercultural business
         communication

B.   General cyclical processes and connectiveness of   8
     cultural value orientations

     1.   Orientation to doing and achieving
     2.   Orientation to the self
     3.   Orientation to thinking and knowing
     4.   Orientation to organizing society
     5.   Orientation to the universe

C.   Basic theories of intercultural business communication
8

     1.   Low/high context cultures (with mini case)
     2.   TORI theory of nonverbal behavior communication
          and the experience of community
     3.   Theory of intercultural and international communication
          (Rich & Ogawa)
     4.   Cross-cultural adaptation theory (Brislin)

D.   Socio-business dimensions of communication   4

     1.   Business ethics and communication
     2.   Business etiquette
          Business cards
          Greetings and mean processes

E.   Authority structures and communication   2

     1.   Legal parameters influencing intercultural business communication
          for business
     2.   Government regulations controlling intercultural business
          communication

F.   Language   6

    1.   Translation/back translations
    2.   Trade names, signs, and symbol use
    3.   Negotiation strategies and communication
        effectiveness
    4.   Communication encounters and language barriers
        (a simulation)

G.   Role of technology in intercultural business communication and   3
    competence

    1.   Relational bridges and support structures
    2.   Barriers to competitiveness and progress

H.   Cultural specific analyses   9

    1.   Least and less developed countries
    2.   Developing countries
    3.   Developed countries

I.   Culminating activity (final examination/application)   2

Total course hours   **44**

IV. **Evaluation Methods:** The final grade for the course will be determined
as follows:

Writing assignments and mini case analyses   **45%**

    One long, formal report--research paper (10-12 pages)

    One short report --Communication etiquette, country
    specific(5-6 pages)

    Three case analyses (10-12 total pages)

    Three business messages (3 total pages)

Tests and quizzes   20%

    Two tests (mid-term and final tests) consisting
    of essay and multiple-choice items
    Quizzes (4 to 6) consisting of multiple choice,
    matching, and true/false items

Oral presentations   20%

    One group case presentation (analytical, informal report)

    One country-specific presentation (informational,
    informal report)

    One intercultural business presentation (formal,
    persuasive report)

Participation and other   15%

    Quality of team work, in-class projects, and
    participation

Semester grades are based on total points earned compared to total points possible in the course, as explained below:

Points Earned	Grade Earned
90% - 100% of total possible points	A
80% - 89% of total possible points	B
70% - 79% of total possible points	C

Make up work is permissible only if arrangements are made with the professor on, or prior to, the due date of the assignment. The penalty for late or incomplete assignments is 20% of the grade points for each class day beyond the assignment due date.

V. Required Textbooks, Supplemental Books, and Readings:

Beamer. L., & Varner, I. (1995) Intercultural communication in the global work place. Chicago: Irwin.

Readings collection (as compiled by instructor), available from local printing service.

VI.   <u>**Special Resource Requirements**</u>   None

VII **Selected Bibliography:**

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Asuncion-Lande, N. C. (Ed.) (1990).Ethical perspectives and critical issues in intercultural communication. Falls, Church, VA: Speech Communication Association.

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Foster, D. A. (1995). Bargaining across borders. McGraw-Hill.

Frank, J. (1988). Miscommunication across cultures: The case of marketing in Indian English. World Englishes, 7(1), 25-36.

Gudykunst, W. B. (ed.) (1983). Intercultural communication theory: current

perspectives. Beverly Hills, CA: Sage.

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Hall, E. T. (1960). The silent language in overseas business. Harvard Business Review, 38(3), 89-102.

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Kaplan, R. B. (1990). Writing in a multilingual/multicultural context: What's contrastive about constrastive rhetoric? Writing instructor, 10(7), 10.

Mayo, J.S. (1996). Information technology for development: the national and global information superhighway." In Taking Sides: Clashing Views on Controversial Issues in Science, Technology, and Society (2nd ed). Madison, WI: Dushkin Publishing Group.

Mead, R. (1990). Cross-cultural management communication. New York: John Wiley & Sons.

Morrison, T., Borden, G. A., & Conaway, W. A. (1994). Kiss, bow, or shake hands. Bob Adams Publisher.

Munter, J. (1992). Guide to managerial communication (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Rich, A. L., & Ogawa, D. M. (1971. Intercultural and interracial communication: An analytical approach. In Intercultural and Interracial Communication.

Ricks, D. A. (1993). Blunders in international business. Cambridge, MA: Blackwell Business.

Richmond, Y. (1992). From Nyet to da: Understanding the Russians. Yarmouth, ME: Intercultural Press, 120.

Samovar, L. A., & Porter, R. E. (1991). Communication between cultures. Wadsworth.

Samovar, L. A., & Porter, R. E. (1993). Intercultural communication: A reader (7th ed.). Wadsworth.

Scott, J. C. & Green, D. J. (1992). British perspectives on organizing bad-news letters: Organizational patterns used by major U.K. companies. The Bulletin of the Association for Business Communication, 55(1), 17-19.

Scott, J. C., & Jamshidian, M. (1993). Addressing American and Iranian manifestations of contexting and face-saving in business communications involving unpleasant news. In S. G. Amin & D. L. Moorte (Eds.), <u>Business Topics: New Directions. Proceedings of the 1993 International Conference of the Academy of Business Administration</u> (pp. 103-110). Frostburg, MD: Academy of Business Administration.

Seelye, H. N. (Ed.) (1995). <u>Experiential activities for intercultural learning</u>. Yarmouth, ME: Intercultural press.

Seelye, H. N. & Seelye-James, A. (1995). <u>Culture clash</u>. NTC publishers.

Snider, J. H.(1996). The information superhighway as environmental menace. In Taking Sides: Clashing Views on Controversial Issues in Science, Technology, and Society (2nd ed). Madison, WI: Dushkin Publishing Group.

Storti, C. (1990). <u>The art of crossing cultures.</u> Yarmouth, ME: Intercultural Press.

Tanner, D. (1992). <u>You just don't understand</u>. New York: Ballantine Books.

Varner, I. (1988). Cultural aspects of German and American business letters. <u>Journal of language for international business, 3</u>(1), 1-11.

Varner, I. (1988). A comparison of American and French business correspondence. <u>Journal of business communication, 25</u>(4), 5-16.

Victor, D. A. (1992). <u>International business communication</u>. New York: HarperCollins.

Course Analysis Questions

A. Details of the Course:

A1   The course will be an elective for students pursuing a major or minor in the College of Business. The course will be taught as a writing intensive (W) course.

A2   This course does not require changes in any other course or program in the department.

A3   The course has not been offered at IUP on a trial basis.

A4   The course is not a dual-level course.

A5   The course will not be taken for variable credit.

A6   Similar courses are offered at schools accredited by the American Assembly of Collegiate Schools of Business (AACSB). (See attached article, cited in A6 above.)

         Similar courses are offered at various other universities, such as Ohio University and Southwest Missouri State University. Course syllabi for these courses are attached to this proposal. Also attached is an article titled "The status of international business communication courses in schools accredited by the American Assembly of Collegiate Schools of Business, (Green, D. J., & Scott, J. C., 1996, *The Delta Pi Epsilon Journal, XXXVIII*, No.1.)

A7   The content and skills are recommended by the AACSB, which recommends that Colleges of Business internationalize the business curriculum. (See attached article, as cited in A6 above). The present course contributes to an internationalized curriculum by providing content and applications which build intercultural competencies.

         Because of the specific theories and breadth of content for international communication, the content cannot be adequately covered in existing courses.

Section B: Interdisciplinary Implications:

B1   The course will be taught by one instructor.

B2   No other department offers a course in intercultural communication and business effects. The course contributes to the newly approved

international business program and provides a relevant elective for students of the major.

B3   One seat in each section of the course will be reserved for students in the School of Continuing Education.

Section C: Implications

C1   No new faculty are needed to teach the course. One section of this course can be accommodated in Dr. Brandenburg's fall teaching schedule each year. To make room for the course, she will teach synthesis (LS499) in alternate semesters.

C2   Other resources

        a.   Current space allocations are adequate to offer this course.
        b.   Current equipment in the Eberly College of Business is adequate.
        c.   Lab supplies and other consumable goods are not required.
        d.   Library resources and services at Stapleton Library are adequate.
        e.   Travel funds are not required.

C3   No grant funds are associated with this course.

C4   This course will be offered each fall semester, but is not restricted to fall.

C5   One section of the course will be offered at a time.

C6   Twenty-five students can be accommodated at a time. The writing-intensive nature of the course restricts enrollment.

C7   Course limitations of 25 for writing-intensive courses are acceptable limits set for other (W) courses taught at IUP.

Section D: Miscellaneous

No additional information is necessary.

OHIO UNIVERSITY
Athens, Ohio

CROSS CULTURAL COMMUNICATION
InCo 410/510
Dr. M. Gyi

Course Outline

===

A. COURSE OBJECTIVE:

1. InCo 410/510 is a broad overview of theories and concepts relating to cross cultural studies drawn from communication, psychology, sociology, anthropology, linguistics, political science, business, and management and other disciplines.

2. The course attempts to provide an interdisciplinary approach to the study of communication and culture and to develop awareness of some major cross cultural issues.

3. The course will be based on lectures by the instructor, guest speakers and members of the class, and also on readings from the texts and other related materials.

....

B. TEXTBOOK AND ARTICLES:

1. TEXTS: a]. L. Samovar & R. Porter, INTERCULTURAL COMMUNICATION: A READER, [6th Ed.], Wadsworth Publishing Co., Belmont, California, 1991.

    b]. M. Gyi, CROSS CULTURAL COMMUNICATION: GLOBAL PERSPECTIVE - A READER, Professor Pub., Athens, Ohio, 1990

2. ARTICLES: [Xeroxed articles in Reserve Room, Alden Library.] The list of required readings will be provided by the instructor.

....

C. INSTRUCTOR: Dr. M. Gyi   Office No.   113 Lasher Hall
                                              [614] 593-4837
                              Home Address 23 Strathmore Blvd.
                                           Athens, Ohio 45701
                                           [614] 592-2027

....

D. OFFICE HOURS:

	Monday	Tuesday	Wednesday	Thursday	Friday

-2-

E. CLASS ACTIVITIES:

1] READINGS: There is a fairly extensive amount of reading
                in this class. Students are expected to keep
                up with their daily reading assignments.
....

2] LECTURES: Lectures and discussion on related topics will
                be given by the instructor and guest speakers.
....

3] ORAL PRESENTATIONS and discussion on assigned articles by
                selected graduate and undergraduate students.
....

4] GRADUATE STUDENTS [4th Week]
                Graduate students are required to submit 3 to 5
                page critical review of any journal article
                published from 1988 -1993. The selected
                article must be related to a cross cultural
                topic.

                The report is due on the last class day of the
                4th week.
....

5] MIDTERM PROJECT: [5th Week]
                3 options are provided.
                Class members may select one of the following:
                        a. Midterm Oral Exam or
                        b. Midterm Written Exam or
                        c. Midterm 12+ Page Research Paper
....

6] EXAM STUDY GUIDE will be provided a week before the exam
                for your review.
....

7] 5 PAGE MINI-RESEARCH PAPER [9th WEEK]
                This paper may be -
                1. Research using INTERVIEW METHOD.
                        [Should interview at least 5 people
                        from different cultures on a specific
                        approved topic.] or
                2. Research using SURVEY METHOD.
                        [Should develop at least 10-15 survey
                        questions on a specific approved topic.
                        The questionnaire should be administered
                        formally to at least 30 or more people
                        of different cultures.]
                3. Analysis of your personal cross cultural
                        EXPERIENCE.

        This paper is due on the last class day of the 9th week .

8. FINAL PROJECT: [10th Week of Classes]
         3 options are provided.
         Class members may select one of the following:
                   a. Final Oral Examination /or
                   b. Final Written Examination /or
                   c. Indepth Research Paper.
. . . .
9. ATTENDANCE: Students are expected to attend all classes
                       at the regularly scheduled time and
                       place.

     a. Legitimate excuses for missing classes will be
             medical reasons, job interview, and death in
             family.

     b. 5 points will be deducted for every class missed
             without a legitimate excuse.

     c. If you are going to miss the class,

         1. please leave message with InCo Secretary at
             593-4829 or
         2. please ask your friend or room-mate to deliver
             a written excuse to my office or
             to my mail box in Lasher Hall.
. . . .

F.   SUMMARY OF CLASS ACTIVITIES

GRADUATE	UNDERGRADUATE
1. Journal Article Review [due Thursday, 4th wk.]	None
2. Oral Presentations [selected students]	None
3. MIDTERM PROJECT [3 options]. [due Thursday, 5th wk.] 1. Written exam or 2. Oral exam or 3. 12+ page research paper.	MIDTERM PROJECT [3 options] [due Thursday, 5th wk.] 1. Written exam or 2. Oral exam or 3. 12+ page research paper
4. MINI RESEARCH PAPER [due Thursday, 9th wk.]	MINI RESEARCH PAPER [due Thursday, 9th wk.]
5. FINAL PROJECT [Exam Wk.] 3 options are provided 1. written exam or 2. oral exam or 3. indepth research 20+ page paper	FINAL PROJECT [Exam Wk.] 3 options are provided 1. written exam or 2. oral exam or 3. indepth research 20+ page paper

G.   WRITTEN EXAMINATION FORMAT: -4-

    1. You may choose to take a closed book or an open book
       exam. The grading scale will be different for each
       exam.

    2. Test Items: a. Definition of concepts,
                     b. Identification of concepts,
                     c. Fill-in-the-blank test questions,
                     d. Short essays
....

H.   RESEARCH PAPER FORMAT:

    1. You may use MLA, APA or Turabian Style for your paper.
    2. Paper/s should be formally typed. Should include -
                     a. Title page
                     b. Table of contents
                     c. Proper titles for sections
                     d. Proper spacing
                     e. Footnotes/backnotes
                     f. References/bibliography

    3. DEDUCTION OF POINTS:

         a. 10 points will be deducted for lateness.
         b. 50 .... plagiarism.
         c. 20 .... disorganization.
         d. 3 .... each misspelled
                                                       word.
         e. 3 .... improper spacing.
....

H.   DISTRIBUTION OF POINTS:

	Graduate	Undergraduate
1. Journal Reveiw	50 points	x x x x
2. Oral Presentation	50 points	x x x x
2. Mini-research paper	50 -	50 points
3. Midterm Project	100 -	100 -
4. Final Project	150 -	150 -
	400 points	300 points

I. MIDTERM EXAMINATION WILL BE ON......_____

   FINAL WRITTEN EXAMINATION WILL BE ON _____

COM 360 INTERCULTURAL COMMUNICATION

Fall 1995, MWF 2:00-2:50, CRA
Instructor: Dr. R. K. Dillon
Office: 371 Craig, 836-4986; 836-5218
Office hours:

In this course of study we shall investigate speech communication from an intercultural perspective, in contrast with an intracultural perspective. More specifically, the purpose of this course is to explore practices, trends, and difficulties of people primarily identified with one culture attempting to interrelate through speaking and listening with people primarily identified with another culture.

Through our study, problems in intercultural communication situations can be pinpointed, elements of these problems can be clarified, and guidelines projected for the mitigation of these problems. We shall proceed in our study by recognizing that problems of communication presents notable challenges; difficulties in human relationships mount as people try to talk with and to listen to other people across barriers imposed by cultural boundaries.

While the following units of study will not be covered in the order listed, these units essentially comprise our study.

Thinking and Communicating Pluralistically
Introduction to Intercultural Communication Competence
Why Cultures Differ? Cultural Diversity
Cultural Patterns and Communication: Taxonomies
Verbal Intercultural Communication
Nonverbal Intercultural Communication
Obstacles to Intercultural Competence
The Potential for Intercultural Competence
Intercultural Communication Today and in the Future

Throughout the semester, students will be involved in class projects pertaining to various aspects of the study of intercultural communication.
---Assignments in simulated role playing will be made; students will have opportunities to serve as episode participants and as episode observers.
---Faithful and consistently thoughtful class participation on the part of each student and the instructor is anticipated. Daily class attendance will be recorded.
---Along with participation in this course, two written assignments will be made. These written assignments will deal with subject material discussed in this course.
---Each student will be asked to bring an item, object, keepsake, etc. that represents a particular aspect of his or her own cultural/ethnic/racial heritage. Students will make an oral presentation where they will be asked to explain/explore their cultural background.

---In the final two weeks of classes, oral reports will be made on term projects, the subjects for which will be decided by the instructor; written reports on these projects will be due during the week BEFORE final examinations. Criteria for grading will be provided at the time of assignment.

---A midterm as well as a final examination will be administered. Questions on both exams will pertain to class lectures and discussions and to our textbook: Lustig, M. W., & Koester, J. (1993). Intercultural competence: Interpersonal communication across cultures. New York, NY: HarperCollins College Publishers. All chapters in our textbook will be assigned.

Semester evaluations will be computed on the following basis:

Written Assignments (50 points each)	100 pts.
Midterm Exam	100 pts.
Final written term project/oral report	125 pts.
Self-Culture report	25 pts.
Class participation and attendance	50 pts.
Final Exam	100 pts.
TOTAL POINTS	500 pts.

The following grade scale is used:
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = F.

COURSE POLICIES:

ATTENDANCE: Discussion of ideas and illustration of concepts through structured interaction will constitute much of class time. Your attendance and participation is necessary to your learning and to the learning of your peers. You are fully responsible for materials missed during your absence. Quizzes will be given throughout the course and reflect on the participation grade. Quizzes which are missed cannot be made up.

LATE WRITTEN ASSIGNMENTS: Late written/oral assignments will receive a grade reduction of 10% per day. Late assignments will not be accepted after graded assignments have been returned to class.

ACADEMIC DISHONESTY: Students are expected to familiarize themselves with and adhere to the university's policy regarding academic dishonesty.

Appendix A (continued)
SANO Office Skill Course Objectives

Course	Upon completion of the course, students should be able to:
Business Letter Writing	Describe the impact of technology on written communications and writing style.
	Determine the appropriate writing style for the various types of written communications.
	Provide guidelines for effective letter writing.
	Analyze problems to anticipate reader reaction, and use a direct style in writing good news and neutral message letters.
	Display an understanding of the importance on tone and tactfulness, and use an indirect style in writing bad news message letters.
	Analyze various techniques for convincing a reader to take action when writing persuasive message letters.
	Write employment communications, including resumes, letters of application, application forms, follow-up letters, and request for references.
Secretarial Procedures	Explain the role of the American secretary in the changing office of today.
	Identify the qualifications needed to be a good American secretary in comparison to host country standards.
	Set priorities of work.
	Describe the significance of functional divisions and organizational charts as they relate to the job.
	Recognize the importance of the contribution of the secretary to good public relations internationally.
	Demonstrate the use of effective human relations skills in handling appointments, visitors, and co-workers.
	Perform basic skills and handling incoming and outgoing telephone calls.
	Demonstrate the use of alphabetic indexing according to basic rules.
	Describe various filing methods, equipment, supplies, and procedures for both paper and paperless offices.

The Status of International Business-Communication Courses in Schools Accredited by the American Assembly of Collegiate Schools of Business

Diana J. Green and James Calvert Scott

Abstract
An exploratory status study was conducted in schools accredited by the American Assembly of Collegiate Schools of Business (AACSB) to begin to fill the void in the literature regarding nationwide data about the characteristics of emerging international business-communication courses. In 1994 data were collected from 164 of the 294 accredited colleges and schools of business, resulting in a representative sampling. The gathered data provided needed detailed information about the institutions and their courses in international business communication. International business-communication courses appear to have both a place and a structure in AACSB-accredited institutions.

INTERNATIONAL BUSINESS-COMMUNICATION courses have experienced a meteoric rise during the past decade. Their sudden emergence has been prompted not only by calls from the business community for graduates with better international perspectives (Deutschman, 1991) but also by pressures from the American Assembly of Collegiate Schools of Business (AACSB) upon its members to internationalize their curricula fully (Martin & Chaney, 1992). In response writers began to publish articles about various aspects of international business communication, ultimately resulting in a body of literature.

While some writers advocated infusing international content into existing business-communication courses (e.g., Murray, 1994), others increasingly argued for developing specialized international business-communication courses (e.g., Scott, 1994). Although a distinct minority of writers devoted their attentions to underlying theory and models (e.g., Beamer, 1992), the vast majority of writers focused their attentions on their personal viewpoints about and/or their practical experiences with implementing an international business-communication course (e.g., O'Rourke, 1993).

DR. DIANA J. GREEN is an Associate Professor in the Department of Telecommunications and Business Education at Weber State University, Ogden, UT 84408-1501

DR. JAMES CALVERT SCOTT is a Professor in the Department of Business Information Systems and Education at Utah State University, Logan, UT 84322-3515.

Like the literature for other developing areas of study, the international business-communication literature is fragmented and incomplete. One notable void is information about the characteristics of international business-communication courses from a broad perspective. While the literature contains the perspectives of a number of writers who describe one particular course (e.g., Scott, 1994), no known literature describes in detail a number of courses from either a regional or national perspective. Consequently, readers of the existing literature are forced to wonder about not only how much the viewpoints and recommendations of various writers reflect idiosyncratic perceptions about international business-communication courses but also the national profile of such courses.

Simply stated, the research problem was the absence of valid and reliable data from a broad perspective about the characteristics of emerging international business-communication courses. The primary research question was what are the characteristics of the international business-communication courses offered in colleges and schools of business accredited by the AACSB. The purpose of the investigation was to elucidate multiple characteristics that create a descriptive national profile of international business-communication courses in institutions with AACSB accreditation.

If people had access to nationwide data about the characteristics of a number of international business-communication courses, then they could make better value judgments about the degree to which advice offered in the existing literature reflects mainstream thinking and practice. Further, those developing new courses or modifying established courses could compare and contrast their courses with nationwide data about international business-communication courses, providing them with a sense of the degree to which their courses are like and unlike comparable courses throughout the country.

An exploratory study of emerging international business-communication courses was conducted to begin the process of filling one major gap in the international business-communication literature. This type of study, sometimes called a status study within communication-related disciplines because it reflects the status or current state of affairs of a course (see Beebe & Biggers, 1984, and Ober & Wunsch, 1991), yields detailed institution- and course-related profile data in terms of selected characteristics from a broad perspective at a specified point of time. This study reveals factual information that would allow others to better understand the characteristics — and hence the status — of international business-communication courses in institutions accredited by the AACSB.

Literature Summary

The literature search uncovered 91 articles since a separate communication or business communication subheading labeled multicultural or international/intercultural was added to the *Business Education Index* in 1992. Some studies address international business communication directly (e.g., O'Rourke, 1993), and others address it tangentially (e.g., Hart, Tucker, & Muehsam, 1994) or involve allied fields (e.g., Beebe & Biggers, 1984).

Much of the international business-education literature provides background information (e.g., Greene, 1990), establishes the importance of international business communication (e.g., Zhao & Ober, 1991), identifies suggested content via intuitive approaches (e.g., Zimpfer, 1989) or via survey approaches (e.g., Martin, 1991), describes teaching resources (e.g., Scott, 1994), suggests teaching methodology (e.g., Hulbert, 1994), or describes existing courses (e.g., Harcourt, 1988). Only a few international business-communication studies address either supporting theory or instructional models (e.g., Beamer, 1990).

Since the broader communication literature includes status studies for its general courses such as business communication (e.g., Ober, 1987, and Ober & Wunsch, 1991) and more specialized courses such as intercultural communication (e.g., Beebe & Biggers, 1984) and organizational communication (e.g., Pace, Michal-Johnson, & Mills, 1990), the fact that the specialized international business-communication literature does not include one or more status studies is noteworthy. Although comparative longitudinal studies documenting changes in course characteristics over time exist in the business-communication literature (e.g., Ober & Wunsch, 1991), they are nonexistent in the international business-communication literature.

Existing communication-related literature provided useful guidance about conducting a status study. Status studies in general business communication (e.g., Ober, 1987, and Ober & Wunsch, 1991), intercultural communication (e.g., Beebe & Biggers, 1984), and organizational communication (e.g., Pace, Michal-Johnson, & Mills, 1990), influenced the study methodology, the investigated matters, the survey-instrument design, and the survey-instrument verbiage.

A variety of types of international business-communication literature influenced the detailed items appearing as survey-response options. These included theoretical opinion-based writing (e.g., Beamer, 1990), applied research-based writing (e.g., Martin, 1991), and experiential- and library-based textbook writing (e.g., Victor, 1992).

Research Methodology

For the purposes of the reported study, an international business-communication course was assumed to be one whose purpose is to prepare prospective and/or practicing businesspersons through theoretical and applied means for the complex communication tasks they will encounter in the increasingly important but culturally diverse world of international business. With this definition in mind in late 1993, a status study survey instrument was developed based upon relevant literature

That instrument was validated by six nationally known experts, who provided ideas for refinements. The revised survey instrument was then used in a pilot study with six respondents, and further minor enhancements to both the instrument and research procedures were made.

In early January of 1994 the research materials, which consisted of cover letters, instruction sheets, survey instruments, and return envelopes, were mailed to the deans of the 294 AACSB-accredited colleges and schools of business for completion by their most-knowledgeable employees. This was necessary since no comprehensive list of institutions or teachers offering international business-communication courses existed. AACSB-accredited colleges and schools of business were targeted for study because it was thought that their influential practices would reflect the current state of international business-communication courses better than the practices of any other known group.

Deans of nonresponding colleges and schools of business received replacement research materials in early February and again in early March. By the April 15, 1994, cutoff deadline for receiving and then processing responses from the second followup effort, 164 or 56 percent of the accredited colleges and schools of business had provided usable data.

Responses on selected key items from early and late respondents were statistically compared following procedures recommended by West (1963; 1977), and no significant differences were found at the .05 level. This suggests that if the nonrespondents had actually responded, they would have done so similarly to the respondents. Additional followup communication with officials of the nonresponding colleges and schools of business indicated that their reasons for not participating in the study were unrelated to the focus of the research, international business-communication courses. Most of the nonresponding colleges and universities indicated that they do not participate in studies unless they come directly from AACSB.

Since a single administration of the survey instrument was given and since the survey instrument contained a number of multiple-item scales, Cronbach's alpha was used to measure the internal consistency of the scales (Carmines and Zeller, 1979). Alpha provides a conservative estimate of the reliability of a measure (Novick and Lewis, 1967). The reliability of the subscales of the survey instrument was calculated, resulting in the following alphas: degree of exposure = .73, subject-matter topics = .91, instructional activities = .89, instructional assignments = .91, and instructional media = .70. This suggests that the responses given by the respondents were fairly consistent for the various subscales and that the survey instrument used to gather the reported data is highly reliable for subject-matter topics, instructional activities, and instructional assignments and moderately reliable for degree of exposure and instructional media.

Overall, the evidence suggests that the gathered data are relatively accurate, realistically complete, reasonably consistent, and, consequently, representative of the population from which they were drawn.

Findings

The study findings are presented in two groupings, institutional information and course information.

Institutional Information

This subsection provides institutional-related information about the highest degree offered, the enrollment, the minority and international students, the multicultural-diversity mission statement or strategic plan, the primary approach to teaching international business-communication content, the offering of international business-communication courses, and the academic units offering international business-communication courses.

Highest degree offered. The highest level of degree offered at the responding institutions and the percentages of institutions were distributed as follows: bachelor's degree, 1 percent; master's degree, 31 percent; doctor's degree, 63 percent; other degree, 3 percent; and no response, 2 percent.

Institutional enrollment. The number of students enrolled at these institutions and the percentages of institutions were distributed as follows: 2,000 or fewer students, 6 percent; 2,001 through 5,000 students, 11 percent; 5,001 through 10,000 students, 21 percent; 10,001 through 15,000 students, 21 percent; 15,001 through 20,000 students, 12 percent; 20,001 or more students, 25 percent; and no response, 4 percent.

Minority and international students. Table 1 shows the percentages of students at the responding institutions classified as minority and as international students.

Table 1

Minority and International Students at Responding Institutions

Percentage of Institutions that have the indicated number of minority students	Number of students	Percentage of Institutions that have the indicated number of international students
1	less than 1 percent	9
21	1 through 5 percent	38
30	6 through 10 percent	26
19	11 through 15 percent	8
9	16 through 20 percent	6
13	21 percent or higher	6
7	No response	7

Multicultural-diversity mission statement or strategic plan. When asked if the institution has a mission statement or strategic plan that incorporated multicultural diversity, 81 percent responded yes, 10 percent responded no, 3 percent responded don't know, and 6 percent provided no response.

Approach to teaching international business-communication content. Table 2 shows that although the responding institutions use a wide variety of primary approaches to teaching international business-communication content, using no systematic approach is the most-common practice.

Table 2
Approach to Teaching International Business-Communication Content

Approach	Percentage
Not taught in any systematic manner	38
Taught within some but not all business communication courses	13
Taught throughout all business communication courses	17
Taught primarily in one or more specialized intercultural/international business communication courses	10
Taught in another business course	10
Taught in a nonbusiness course	4
Other	6
No response	2

Note. Other includes College of Arts & Science courses, Communication Studies Department courses, international business courses, international management courses, and various business courses.

Course availability. Only 26 of the 164 responding institutions or 16 percent offered one or more courses in international business communication. The following percentages of respondents from those institutions without such courses indicated the perceived likelihood of offering international business-communication courses within the next five years as follows: highly unlikely, 25 percent; somewhat unlikely, 20 percent; possible, 22 percent; somewhat likely, 10 percent; highly likely, 4 percent; and no response, 19 percent.

Academic unit offering courses. Table 3 shows that Business Administration is the academic unit that most frequently offers the existing international business-communication courses at the responding institutions.

Course Information

This subsection provides course-related information about the title, the prerequisites, the required or elective status at various degree levels, the course level, the length, the offering frequency, the sections offered, the

Table 3
Academic Unit Offering International Business-Communication Courses

Academic Unit	Percentage
Business Administration	31
Business Education	15
Business Information Systems	4
Business Management	19
Other business academic unit	23
Communication	8

Note. Other business academic unit includes Business Administration, Business Education, and Office Systems Department; Business Information Systems and Education Department; Business Education and Speech and Theater Department; Business Administration and Communication; and Management Science Department.

years international business-communication courses have been taught, the enrollments, the primary and secondary textbooks, the general course orientation, the subject-matter emphasis, the instructional-activity emphasis, the assignment emphasis, the instructional-media emphasis, the multiple-course offerings, and the related titles.

Course title. Table 4 shows that the responding institutions with international business-communication courses use a variety of course titles, with International Business Communication being the most-frequent course title.

Table 4
Title of International Business-Communication Courses

Course Title	Percentage
Cross-cultural Business Communication	14
Global Business Communication	3
Intercultural Business Communication	17
International Business Communication	28
Other	38

Note. The respondents marked all titles that applied. N = 29.
Note. Other includes Asian Business Practices, Business Communication, Business and Society in Japan, Communicating in the International Business Environment, Cross Cultural Management, European Management Practices, Global Market Place, International Marketing and Global Business, Multicultural Communication, and Theories of Intercultural Communication.

Course prerequisites. Thirteen of the 26 institutions with international business-communication courses have course prerequisites. Exactly 50 percent of the responding institutions have prerequisite courses, most often the basic undergraduate business-communication course.

Required or elective status. Table 5 shows the required or elective status of the international business-communication courses for bachelor's, master's, and doctor's degrees available from the responding institutions.

Table 5

Required or Elective Status of International Business-Communication Courses at Various Degree Levels

Required or elective course status	Bachelor's-degree level percentage	Master's-degree level percentage	Doctor's-degree level percentage
Required for all majors	27	15	4
Elective for all majors	63	39	4
Required for some majors and elective for some majors	7	8	4
Not offered.........................	3	27	39
No response	0	11	49

Course level. The international business-communication courses offered were distributed at a variety of instructional levels at the responding institutions. Those levels and their respective percentages follow: lower-division level, 10 percent; upper-division level, 52 percent; upper division and graduate level (dual level), 19 percent; graduate level, 16 percent; and other level, 3 percent.

Course length. Table 6 shows the course length in terms of both the instructional system and the number of 50-minute instructional periods or their equivalent a week, with the semester system and three instructional periods a week predominating.

Table 6

Length and Number of Instructional Periods

Length	Percentage
Course length:	
One semester	89
One quarter	8
Other..	3
Instructional periods per week:	
One	0
Two	15
Three	77
Four	4
Five	4

Note. Other includes a unit in a semester course.
Note. Instructional periods per week is reported in terms of 50-minute units or their equivalent.

Course frequency. The percentages of responding institutions with international business-communication courses indicated that these courses are offered with the following frequencies: one time every other year, 8 percent; one time every year, 27 percent; two times every year, 42 percent; three times every year, 19 percent; and four times every year, 4 percent.

Sections offered. The percentages of responding institutions with international business-communication courses indicated that when their courses are taught, they offered sections with the following frequencies: one section, 65 percent; two sections, 15 percent; three sections, 12 percent; four sections, 0 percent; five sections, 0 percent; and six or more sections, 8 percent.

Offering years' experience. The responding institutions reported that they have been offering international business-communication courses for the following time periods: less than 1 year, 15 percent; 1 year, 8 percent; 2 years, 12 percent; 3 through 5 years, 38 percent; 6 through 10 years, 23 percent; and 11 or more years, 4 percent.

Course enrollment. Table 7 shows course-enrollment data from the responding institutions with international business-communication courses in terms of number of students in a section and number of students completing courses in a year, with 20 through 29 students a section and fewer than 50 students a year predominating.

Table 7

Enrollments by Section and by Year

Number of enrolled students	Percentage
In a section:	
19 or fewer	19
20 through 29	42
30 through 39	27
40 or more	12
In a year:	
50 or fewer	46
51 through 100...	12
101 through 150..	19
151 through 200..	8
201 through 250..	3
251 or more	12

Primary and secondary textbooks. Table 8 shows the titles and authors for the primary textbooks used for the offered international business-communication courses at the responding institutions, with *International Business Communication* by Victor being the most frequently used textbook.

Respondents indicated that a wide variety of secondary textbooks were used in the offered international business-communication courses, but not one of the titles was listed more than once by the respondents. Several respondents indicated that they used supplementary readings from various sources to complement the primary textbook.

Table 8

Titles and Authors of Primary Textbooks

Textbook and author(s)	Percentage
Communication Between Cultures by Samovar and Porter	6
Cultural Dimension of International Business by Ferraro	6
The Cultural Environment of International Business by Terpstra and David	11
Global Communication and International Relations by Frederick	3
Intercultural Communication: A Reader by Samovar and Porter	3
International Business Communication by Victor	20
Managing Cultural Differences by Harris and Moran	14
Other	34
No primary textbook is used	3

Note. Other includes Beyond Culture by Hall, Bridging Cultural Differences by Thiederman, Business and Administrative Communication by Locker, Cross-Cultural Management Communication by Mead, Global Communication in the Twenty-First Century by Stevenson, International Business Communication by Chaney and Martin, International Dimensions of Organizational Behavior by Adler, Multi-Cultural Management: New Skills for Global Success by Elashmawi and Harris, World News Prism: Changing Media of International Communication by Hachten, and Worldviews: Crosscultural Explorations of Human Beliefs by Smart.

Table 9

Subject-Matter Topics Addressed in Rank Order by Emphasis Means

Subject-matter topic	Mean
Accepting cultural differences and appreciating cultural similarities	3.39
Communication patterns — verbal and nonverbal	3.35
Comparative cultural perspectives	3.12
Culture- or country-specific information	3.00
Functioning effectively in multiple cultures	2.85
Communication strategies and systems	2.77
Understanding cultural constructs	2.69
Language(s) and communication	2.62
Negotiation	2.62
Understanding the global business environment	2.58
Differences within one culture	2.39
Managing global business communication	2.27
Worldwide social organization and systems	2.19
Communication ethics	2.08
Technology	2.08
Laws	1.89
Other	0.37

Note. Other includes cross-cultural communication, written communication, self-awareness as a culture member, and business etiquette.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Course orientation. Of the respondents from institutions with international business-communication courses, 15 percent reported that the offered course(s) had a theoretical/conceptual orientation, 4 percent reported that the offered course(s) had a practical/applied orientation, and 81 percent reported that the offered course(s) had a balanced orientation

comprised of both the theoretical/conceptual and practical/applied orientations.

Subject-matter emphasis. Study respondents indicated the degree of emphasis typically given to various subject-matter topics in the course(s) offered at their institutions. The degree of emphasis scale had the following degrees and values, which were used to compute a weighted average for each topic: none = 1, light = 2, medium = 3, and heavy = 4. Table 9 shows that respondents from institutions with international business-communication courses reported addressing a variety of subject-matter topics with varying emphasis, with accepting cultural differences and appreciating cultural similarities receiving the most emphasis.

Instructional-activities emphasis. Using the same degree of emphasis scale and values as for the subject-matter emphasis, the respondents reported their instructional-activities emphasis. Table 10 shows that respondents from institutions with international business-communication courses reported using a variety of instructional activities with varying emphasis, with assigned readings receiving the most emphasis.

Table 10

Instructional Activities Employed in Rank Order by Emphasis Means

Activity	Mean
Assigned readings	3.19
Case problems/case studies	2.96
Lectures	2.85
Videos	2.46
Small-group activities	2.39
Guided independent research/study	2.35
Role playing/simulation activities	2.31
Self-assessment activities	2.27
Acculturation activities/games	2.23
Guest speakers	2.23
Performances and critiques	2.12
Large-group activities	2.00
Coaching	1.69
In-basket exercises	1.35
Other	0.27

Note. Other includes projects and field trips to local offices of international organizations.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Assignment emphasis. Using the same degree of emphasis scale and values as for the subject-matter emphasis, the respondents reported their assignment emphasis. Table 11 shows that respondents from institutions with international business-communication courses reported implementing a variety of assignment types with varying emphasis, again with assigned readings receiving the most emphasis.

Table 11
Assignments Used in Rank Order by Emphasis Means

Assignment	Mean
Assigned reading(s)	3.15
Case problem(s)/case study(ies)	2.85
Term paper(s)	2.62
Group project(s)	2.50
Oral report(s)	2.46
Written report(s)	2.42
Examination(s) / quiz(zes)	2.35
Guided independent research	2.23
Independent research	2.19
Annotated bibliography(ies) / reference(s)	2.15
Interview(s)	2.08
Self-analysis activity(ies)	2.08
Self-evaluation(s)	2.04
Role playing(s) / simulation(s)	1.92
Video(s)	1.85
Peer evaluation(s)	1.73
Book review(s)	1.69
Journal writing(s)	1.50
In-basket exercise(s)	1.23
Other	0.12

Note. Other includes summaries of current articles.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Instructional-media emphasis. Again using the same degree of emphasis scale and values as for the subject-matter emphasis, the respondents reported their instructional-media emphasis. Table 12 shows that respondents from institutions with international business-communication courses reported employing a variety of instructional media with varying emphasis, with handouts receiving the most emphasis.

Table 12
Instructional Media Used in Rank Order by Emphasis Means

Medium	Mean
Handouts	2.89
Films/videotapes (moving images)	2.73
Transparencies	2.65
Blackboard/whiteboard/chalkboard	2.39
Pictures/posters/slides (fixed images)	1.81
Computer-assisted media	1.73
Charts/flipcharts	1.58
Teleconferencing/distance learning	1.42
Other	0.27

Note. Other includes cases and music.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Multiple-course offerings. Of the 26 institutions offering international business-communication courses, 31 percent offered multiple courses in international business communication, 65 percent did not offer multiple courses in international business communication, and 4 percent provided no response.

Related course titles. The respondents from the eight institutions with multiple international business-communication course titles, The American University, Bentley College, Duquesne University, Loyola University, Middle Tennessee State University, University of Akron, University of North Florida, and University of Notre Dame, provided course titles for their second courses in international business communication. These divergent course titles defied meaningful classification.

Discussion

The discussion is presented in two sections, institutional and course discussion and summary and recommendations.

Institutional and Course Discussion

The typical AACSB-accredited institution that participated in the study offered doctor's degrees, enrolled more than 20,000 students of whom between 6 and 10 percent were classified as minority students and 1 and 5 percent were classified as international students, and had a mission statement or strategic plan that incorporated multicultural diversity. This information appears to be consonant with what is known about AACSB-accredited institutions.

Although about four out of ten of the surveyed institutions do not teach international business-communication content in any systematic manner, about five out of ten do incorporate international business-communication content into the offered business-related instruction, albeit in a variety of configurations. In about four out of ten cases, those configurations involve one or more business-communication courses.

About one in six of the responding institutions offered one or more courses in international business communication, most often by the business administration or equivalent academic unit. Based on the ratio of about one to six, it seems reasonable to estimate that in the 294 AACSB-accredited institutions there are between 45 and 50 institutions that offer one or more international business-communication courses. In spite of a 19 percent nonresponse rate, respondents from 36 percent of the institutions without international business-communication courses indicated possible or higher likelihood that such courses would be offered at their institutions within the next five years, suggesting some future growth in course availability.

When a specialized course is offered, the most common course title is International Business Communication. Other common course titles include Intercultural Business Communication and Cross-cultural Business

Communication. The prevalence of the latter course titles suggests that many people do not clearly differentiate between business communication that crosses national boundaries or that involves people from different countries and business communication that involves people from different cultures but not necessarily different countries. Given the fact that the related area of study is a new, emerging one, the absence of clear delineation between the related terms is at least partially understandable.

Although half of the institutions with international business-communication courses have prerequisites for those courses, the prerequisites vary from institution to institution. The most common course prerequisite is the basic undergraduate business-communication course, which is logical and predictable.

Almost all of the responding institutions with international business-communication courses offer required, elective, or required and elective international business-communication courses at the bachelor's-degree level. Nearly seven out of ten of these institutions offer required, elective, or required and elective international business-communication courses at the master's-degree level. Only about one out of ten of these institutions offer required, elective, or required and elective international business-communication courses at the doctor's-degree level. Why such specialized courses are commonly associated with bachelor's and master's degrees but not commonly associated with doctor's degrees is puzzling and warrants further investigation, as does the reason for the high nonresponse rate at the doctor's-degree level.

International business-communication courses tend to be offered at the upper-division level, although a number of courses are offered at the dual level (combined upper-division and graduate-level courses) and at the graduate level. Given the specialized nature of most international business-communication courses, the instructional-level placement of the courses seems skewed in favor of upper-division status. This surprising finding may be partially attributable to the fact that many business majors do not pursue graduate degrees and must out of necessity have exposure to international business-communication content at the upper-division level, the highest level of their educational attainment. Given the increasing importance of international business and, consequently, international business communication, most would argue that it would be better to expose students to that content earlier than desirable than not to expose them to it at all.

The findings that the typical international business-communication course is one semester in length and has three 50-minute instructional periods or their equivalent a week is not surprising. These findings parallel those for other business-communication courses.

While the typical institution with international business-communication courses offers such courses two times a year, some institutions offer such courses as infrequently as one time every other year, and other institutions offer such courses as frequently as four times every year. The reported pattern seems predictable given the specialized nature of the course.

The facts that the typical responding institution with international business-communication courses offered only one section of such courses at a time and that an inverse relationship existed between the number of concurrently offered sections and the percentage of institutions offering that number of sections seems logical given the specialized nature of international business-communication courses.

Although the typical responding institution with international business-communication courses has offered such courses between three and five years, a surprising number of institutions—nearly three out of ten—reported having six or more years of experience in offering international business-communication courses. This suggests that a number of AACSB-accredited colleges and school of business were on the forefront of the international business-communication movement and among the first to offer international business-communication courses.

The finding that at the responding institutions with international business-communication courses, those courses typically have enrollments between 20 and 29 students parallels enrollments for other business-communication courses at colleges and universities. The finding about the number of students completing courses in a year diverges from that for most other business-communication courses since international business-communication courses tend to be elective courses while most other business-communication courses tend to be required courses. The typical yearly number of students who complete offered international business-communication courses is fewer than 50 students at each institution. This finding is compatible with the typical institution's offering two sections a year with typical enrollments of between 20 and 29 students so long as the average enrollment is in the lower half of the grouping; when it is in the upper half of the grouping, then the yearly number of students who complete international business-communication courses is between 51 and 100.

Three types of primary textbooks are used for international business-communication courses at the responding institutions; (a) international business-communication textbooks (e.g., *International Business Communication* by Victor), (b) international-business textbooks (e.g., *Managing Cultural Differences* by Harris and Moran), and (c) intercultural-communication textbooks (e.g., *Communication Between Cultures* by Samovar and Porter). Although more than two out of ten courses have a secondary textbook, no single title was cited more than once. Articles from various sources are also sometimes used to supplement the primary

From: GROVE::DRCHRDSN   "Darlene Richardson, Liberal Studies"
To: RJSIMON
CC: MABBURG, DRCHRDSN
Subj: /W/ for BE 481 Women in Business for Spring 97

Hi, Bob. Maryanne Brandenburg was approved as a writing-intensive professor
after the Spring 97 schedule was developed and printed. She is teaching BE 481
Women in Business in a writing-intensive manner. She has surveyed all the
students in the course and all students have agreed that they are willing to
take this as a writing-intensive course for Spring 97. I have Dr.
Brandenburg's memo to that effect in the LS Office.

Please designate BE 481 Women in Business as a writing-intensive course for
Spring 97. I am assuming that this course will then be identified as a /W/ on
each student's transcript. Thank you, Darlene

MAIL>

Esc-chr: ^] help: ^]? port:1 speed: 9600 parity:none echo:rem VT320 ....

TO: Darlene Richardson, Director
             Liberal Studies

FROM: Maryanne Brandenburg *MB*
             Office Systems & Business Education
             Ext. 5733

DATE: January 21, 1997

SUBJECT: /W/ for BE481, Women in Business

Darlene, students of the Women in Business course have all agreed. We would like to have the course count toward fulfilling a writing intensive /W/ requirement.

A question students asked, which I could not answer, is this: How and when will they know for sure that the /W/ is approved and will appear on their transcripts?
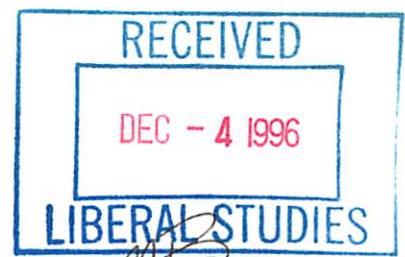
TO: Darlene Richardson, Director of Liberal Studies
        and Members of the Liberal Studies Committee

FROM: Maryanne Brandenburg, Office Systems and Business Education Department

DATE: December 2, 1996

SUBJECT: Response to the Committee's Concerns about Proposal
         for BE271 Women in Business, Type I /W/ Approval

The following explanation is offered in response to the questions/concerns posed in your November 7 memo about the balance between an approximate 60% group writing and 40% individual writing in the course. I use the following techniques gathered from IUP's Cooperative Learning Workshops and from <u>Active Learning: Cooperation in the College Classroom</u>, by David Johnson, Roger Johnson, and Karl Smith.

Technique 1:   All students are asked to write a composition. Students in pairs jointly write the first paragraph, including a statement of purpose and preview of the balance of the topic. Each student independently writes the balance of the paper. After it is written, group members read and offer suggestions for each other's work. Revisions and corrections are made, then each student of the group will verify (by signature) that the other member's composition is perfect according to criteria set. The work is turned in with the first draft and student suggestions attached to the revised, final copy.

The assignment is then graded and receives a two-part score. One part is the total number of errors made by both students; the other is based on the quality of work of the individual student.

Finally, students discuss specific actions which helped them work together, plan actions to emphasize in the next writing assignment, and show appreciation to each other for the help and assistance given.

Technique 2a: Each group member (groups of 3-4) is assigned a portion of the writing, and the only way the group can achieve success is to combine the members' inputs.

Technique 2b: The group is assigned a writing task and each group member (groups of 3-4) is randomly assigned a set of roles, such as a) writer of the introduction and citation checker; b) writer of subtopic 1 and punctuation/grammar checker; c) writer of subtopic 2 and keyboarder for half the document...etc.

Technique 3:   A series of at least three peer evaluations--sample attached--are administered during the semester for cooperative base groups (semester-long groups). Base groups consist of three to four individuals. Early in the course group members are taught how to facilitate a quality team and provide support for the team effort. A score below 10 in any category of the peer evaluation form calls for group discussion with the professor and further training to achieve positive, promotive interaction and "teamness."

By means of the peer evaluations and my independent observations of the group members, I assess how much effort each member is contributing to the group's work. I provide frequent feedback to the whole class, to groups, and to individual students.

As you can see from the techniques above, individual accountability is built in by several means. Individual work is balanced with responsibility for each other's work. Group size is limited to two to four students. Additionally, by requiring students to turn in the original work, along with peer suggestions and the revised work, students go through several review processes. They gain from each other as well as from the professor, and they gain from class and group discussions about the writing processes they experience.

Any additional suggestions you have regarding accountability and the writing process are certainly welcome.

One additional item: As suggested in your November 7 memo, I've changed (3c-3l) on the SYLLABUS OF RECORD to (3c-01-3sh) and have added the improvement of writing skills as Item II (Objectives) E of the SYLLABUS OF RECORD, which reads:

> Objectives   As a student of the course, you will:
>
> E.   Improve writing skills through a variety of written assignments. Writing assignments will include a mix of informal, formal, individual, as well as collaborative writing tasks.

A copy of the revised SYLLABUS OF RECORD is attached and will be used whenever I teach as I plan to always teach it as /W/.

Attachments: Peer Evaluation Form
                 Revised SYLLABUS OF RECORD

I.   **Catalog Description**

BE 271 Women in Business

        3 credits
        3 lecture hours
        (3c-01-3sh)

Current projections indicate that women will be a significant component of the Workforce 2000. What jobs, careers, and roles will women occupy in the future and how will the workforce be affected by their participation? This course provides a broad overview of the roles and experiences of women in the workforce from historical and organizational perspectives. The course topics will include: lateral and horizontal sex segregation of the workforce; women in management, leadership, work styles, and values, as well as legal and social remedies

II.   **Objectives** As a student of the course, you will:

A.   Analyze issues of women in the workforce from a historical perspective -- reading, report writing, speaking. Through readings, you will view women and work from early history, through the industrial revolution and sweatshop era, and to current days. You will work collaboratively as a member of a small group to select a topic related to the course and your readings, conduct a library research, and write a set of reports--proposal, progress, and final report. You will then share your findings with the class in a group-presented, oral report.

B.   Synthesize knowledge of historical women and work with current issues of women and work -- reading, panel presentations, and short reflection papers.

C.   Evaluate the challenges, opportunities, and directions for the future of women in work.

D.   Investigate issues of power, leadership, relationships, and cultural boundaries of the workplace for women from vantage points of the past, the present, and the future.

E.   Improve writing skills through a variety of written assignments. Writing assignments will include a mix of informal, formal, individual, as well as collaborative writing tasks.

PEER EVALUATION

Directions:

I. Write the name of each group member (excluding yourself) in the designated blocks. Beside the name write the total points received.

II. Rate each group member on the following characteristics: (1) Attendance and cooperation; (2) Academic Contribution
Refer to the descriptions in the "Key to Numerical Ranking" section to determine the point value that best suits the group member. Circle the point value you select.

III. Rank each member of your group according to their overall performance in the group. The highest ranking group member will receive 4 points and the lowest will receive 1 point. Circle the point value you select.

IV. Total the points for each group in the far right column.

NAME OF GROUP MEMBER	ATTENDANCE AND COOPERATION	ACADEMIC CONTRIBUTION	OVERALL RANKING	TOTAL POINTS
	1 2 3 4 5	1 2 3 4 5	1 2 3 4	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4	

KEY TO NUMERICAL RANKING

ATTENDANCE & COOPERATION
5 = Was in attendance at all group meetings both in and outside of class; cooperation superior
4 = Attended meetings regularly; good cooperation; a team player
3 = Attended meetings fairly regularly; did what was asked but no more
2 = Missed some meetings and did the minimum amount of work
1 = Poor attendance at meetings and/or poor cooperation

ACADEMIC CONTRIBUTION
5 = Always contributing ideas; enthusiastic; a lot of good suggestions
4 = Contributed greatly to the team; did more than his/her fair share
3 = Had good ideas from time to time; an average performance
2 = Probably was either too quiet or slightly disinterested to be an effective academic contributor to the team
1 = Contributed little to the team

OVERALL RANKING
4 = The team leader; the most productive and effective member of the group
3 = A team player, second to the leader; did excellent work
2 = An average member of the team; good work
1 = Slightly below average member; contributed the least to the team

GROUP EVALUATION

Answer the following to indicate your current feelings about your group. Your responses will be kept confidential.

	to a very little extent				to a very great extent
1. To what extent do you feel that you are included by the group in the group's activities?	1	2	3	4	5
2. If you were asked to participate in another project like this one, to what extent would you like to be with the same people who are in your present group?	1	2	3	4	5
3. To what extent do you like the group you are in?	1	2	3	4	5
4. Compared to other groups in the class, to what extent do you imagine your group works well together?	1	2	3	4	5
5. Are the persons in your work group friendly and easy to approach?	1	2	3	4	5
6. Do the persons in your work group pay attention to what you are saying?	1	2	3	4	5
7. Do persons in your work group encourage each other to work as a team?	1	2	3	4	5
8. Do persons in your work group exchange opinions and ideas?	1	2	3	4	5
9. Do persons in your work group encourage each other to give their best efforts?	1	2	3	4	5
10. Do persons in your work group maintain high standards of performance?	1	2	3	4	5
11. Do persons in your work group help find ways to do a better job?	1	2	3	4	5

12. How many of your group members fit what you feel to be the ideal of a good group member?

Total number of members_____

Number of IDEAL members_____