Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

13-38 14-9

| LSC Use Only Proposal No: App | UWUCC Use Only Proposal No: 12-14t |
| LSC Action-Date: AP-11/7/14 | UWUCC Action-Date: App 2/17/15 Senate Action Date: App 3/3/15 |

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| Contact Person(s) Joseph Rosendale | Email Address j.a.rosendale@iup.edu |
| Proposing Department/Unit Technology Support and Training Dept. | Phone 724.357.4585 |

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

_____ New Course   _____ Course Prefix Change   _____ Course Deletion

__X__ Course Revision   _____ Course Number and/or Title Change   _____ Catalog Description Change

Current course prefix, number and full title: BCOM -342 *Intercultural Business Communication*

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

__X__ This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

_____ Learning Skills   _____ Knowledge Area   __X__ Global and Multicultural Awareness   _____ Writing Intensive (include W cover sheet)

__X__ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

     __X__ Global Citizenship   _____ Information Literacy   _____ Oral Communication

     _____ Quantitative Reasoning   _____ Scientific Literacy   _____ Technological Literacy

3. Other Designations, as appropriate

_____ Honors College Course   _____ Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

_____ Catalog Description Change   _____ Program Revision   _____ Program Title Change   _____ New Track

_____ New Degree Program   _____ New Minor Program   _____ Liberal Studies Requirement Changes   _____ Other

Current program name:

Proposed program name, if changing:

5. Approvals

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Mr. Joseph Rosendale	3-22-13
Department Chairperson(s)	Dr. LeAnn Wilkie	3-27-13
College Curriculum Committee Chair	Dr. Micki Hyde	4-15-13
College Dean	Dr. Robert Camp	4/26/2013
Director of Liberal Studies (as needed)	Dr. David Pistole	11/7/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Gail Sechrist	2/17/15

BTST 342 – Intercultural Business Communications

Summary and Rationale

This course is currently being offered as Liberal Studies elective and the Technology Support and Training department is seeking to continue offering the course as meeting the requirements of Global and Multicultural Awareness.

Rationale: The criteria for Global/Multicultural Awareness knowledge area courses have been modified to emphasize course content and assignments that focus on cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community

Catalog Description

Intercultural Business Communications
3 credits
3 lecture hours
(3 c-3sh)

Pre-requisite: Junior Standing

Catalog Description:

Provides an in-depth study and theoretical understanding of intercultural business communication, including international, national, ethnic, racial, and socioeconomic cultures. Students will explore practices, trends, and difficulties of people primarily identified within 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.

Liberal Studies Course Approval General Information

1. **What are the strategies that your department will use to assure that basic equivalency exists?**
   a. The establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, and periodic meetings among instructors.

2. **Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.**
   a. The Team assignment example attached has students cite cultural differences among minority groups, not excluding women from that lists' choice.

3. **Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion. (The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify.)**
   a. The second option is being utilized as evidenced in the attached assignment list.

4. **If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?**
   a. This is not intended to be offered as an introductory course; junior standing will be the prerequisite.

Checklist for Global and Multicultural Awareness Course Proposals

1. __X__ Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.

2. __X__ Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).

3. __X__ Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at http://www.iup.edu/senate/uwucc/default.aspx).

4. __X__ Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. http://www.iup.edu/page.aspx?id=113234.

5. __X__ Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. http://www.iup.edu/page.aspx?id=113234.

6. __X__ Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).

7. __X__ Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).

8. __X__ Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

9. __X__ Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.

10. __X__ Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.

11. __X__ The old syllabus of record.

12. __X__ Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

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

Pre-requisite: Junior Standing

I) Catalog Description:

The course provides an in-depth study and theoretical understanding of intercultural business communication, including international, national, ethic, racial, and socioeconomic 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) Course Objectives:

At the end of this course, students will:

1) be able to discuss and comprehend the theory 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) be able to comprehend, relate to, and utilize in discussion, the basic theories of intercultural communication relevant to business.

- *As Informed Learners,* students will demonstrate knowledge and understanding of:
    - o *The interrelationships within and across cultures and global communities.*

3) develop an understanding of cultural differences, and be able to evaluate appropriate business behavior with people of other cultures, whether in the work place or an international context.

4) be able to relate to textbook theories of intercultural competencies to real world experiences as needed to become independently effective in a multicultural context.

- *As Responsible Learners,* students will demonstrate :

o An understanding of themselves and a respect for the identities, histories, and cultures of others.

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

- *Empowered Learners* are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observations. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

-- *As Empowered Learners,* students will demonstrate:
   a. critical thinking skills, including analysis, application, and evaluation.
   b. reflective thinking and the ability to synthesize information and ideas.

6) adopt and employ new multicultural theories as they relate to one's business practices by examining and analyzing episodes (mini cases) of successful and failed intercultural business communication.

7) develop and determine a professional stance of cultural mores and accepted business practices through computer mediated conversations with students from other countries.

III. Course Outline:

A. Introduction   6hrs
   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 cultural value   4hrs
   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   6hrs
   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   6hrs
1. Business ethics and communication
2. Business etiquette
   1. Business cards
   2. Greetings and mean processes

E. Authority structures and communication   4hrs
1. Legal parameters influencing intercultural business communication for business
2. Government regulations controlling intercultural business communication

F. Language   4hrs
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	3hrs
	1. Relational bridges and support structures	
	2. Barriers to competitiveness and progress	

H.	Cultural specific analyses	9hrs
	1. Least and less developed countries	
	2. Developing countries	
	3. Developed countries	

| I. | Culminating activity (final examination/application) | 2hrs |

| | Total course hours | 44hrs |

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

Writing assignments and mini case analyses   40%
      One short report- Communication etiquette, (5-6 pages)
      One case analyses (10-12 total pages)
      Three business messages (3 total pages)

Tests and quizzes   15%
      Two tests (mid-term and final tests) consisting of essay and multiple-choice items
      Quizzes (2-4) consisting of multiple choice, matching, and true/false items

Oral presentations   20%
      One country-specific presentation (informational, informal report)
      One intercultural business presentation (formal, persuasive report)

Participation and other   25%
      Computer mediated communication with a student from another country; journalistic entries, and assignments.

V. **Grading Scale:** 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%	A
80%-89%	B
70%-79%	C
60%-69%	D

VI. Undergraduate Course Attendance Policy:

As per university policy, no more than **three (3)** absences are permitted during the regular session. After that time, each absence is worth 3% deducted from your final grade. This policy will be strictly enforced. This includes Lecture **and** Lab. **Only 3 absences TOTAL.**

NO TARDIES will be permitted! You are aware of class time. You will be penalized by an **absence for each tardy.** I check the attendance at the beginning of each class; if you are not present, you are marked ABSENT. If for some unforeseen, legitimate reason you are running late and a student is presenting to the class, **do not enter the room until the student has completed his/her presentation.**

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. If you turn in work **without placing your name on it,** the assignment will not be graded and you will receive no credit for that assignment.

VII. Required Textbooks, Supplemental Books, and Readings:

Samovar, L.A., Porter, R.E., & McDaniel, E.R. (2010). *Communication between cultures,*

(7th ed). Boston, MA: Wadsworth.

VIII. Special Resource Requirements:

- Access to library journal articles, and international business professional journals.
- Access to online resources to develop computer mediated communication with a student from another country (i.e., Facebook, LinkedIn, etc.).

IX. Bibliography

Chaney, L., & Martin, J. (2013). *Intercultural business communications,* (6th ed). Saddle

River: Prentice Hall (e-book available)

Cooper, P.J., Calloway-Thomas, C., & Simonds, C.J. (2007). *Intercultural*

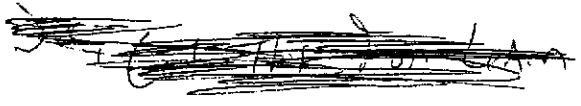*communications: A text with readings.* Boston: Peason. (e-book available)

Eckert, S. (2006). *Intercultural Communication.* Mason, OH: Thomson-Southwestern.

Klopf, D.W., & McCroskey, J.C. (2007). Intercultural Communication Encounters.

Boston: Pearson. (e-book available)

Tuleja, E.A. (2009). *Intercultural communication for business* (2nd ed). Mason, OH:

Cengage.

Samovar, L.A., Porter, R.E., & McDaniel, E.R. (2009). *Intercultural Communication: A*

reader, (12th ed). Boston, MA: Wadsworth.

Varner, I., & Beamer, L. (2010). *Intercultural communication in the global workplace.*

(5th ed). McGraw-Hill/Irwin.

Intercultural Communication Team Assignment and Presentation - Instructions

Culture influences our values, attitudes, and behaviors. Assume you are a member of a consulting team specializing in international business. You have been hired by (**company name**) who is preparing to send a group of employees to another country in which it does business. **Your purpose** is to provide these employees with information about communicating in this culture which will help them adjust to and succeed in meeting their goals.

You will work as a team, draw on the expertise of the members, and use additional resources (i.e., **at least one external source consisting of 5 or more pages [peer-reviewed or trade journal article] originates from IUP library databases [EBSCO host, InfoTrac, Wilson Web, Emerald Full-text, etc.])** to assist you in recognizing the similarities and differences in communication styles between cultures.

The team project will consist of the following:

(1)   a **6-minute and 40 second** PowerPoint presentation using the ***Pecha Kucha*** method [Presentation file submitted to D2L dropbox by the team leader liaison by 9:15 a.m. on presentation date] (worth 60 points);

(2)   following the presentation, a subsequent **10 minute,** motivational <u>interactive</u> <u>activity</u> with the audience {game, quiz, Q&A, discussion, etc.}. All team members are expected to participate (worth 20 points); and

(3)   a five-page memo report [prepared as a joint effort by <u>all</u> team members] (worth 100 points).

The presentation/interactive activity discussion will be held per the dates below. **The report is due by** _____ **(D2L dropbox and Turnitin.com). Details about the report are provided separately.**

Getting Started

1.   Research (company name)'s website (_____) to determine its mission, vision, goals, corporate culture, etc. You may also wish to use the *Wall Street Journal* to collect additional information about the company.
2.   Next, conduct more focused research on the company based on your choice of the assigned countries:
      a.   Team 1 ("Brand" name: _____) – Country choice: (list country/ies)
      b.   Team 2 ("Brand" name: _____) – Country choice: (list country/ies)
      c.   Team 3 ("Brand" name: _____) – Country choice: (list country/ies)
      d.   Team 4 ("Brand" name: _____) – Country choice: (list country/ies)
      e.   Team 5 ("Brand" name: _____) – Country choice: (list country/ies)
      f.   Team 6 ("Brand" name: _____) – Country choice: (list country/ies)
      g.   Team 7 ("Brand name: _____) – Country choice: (list country/ies)
      h.   Team 8 ("Brand name: _____) – Country choice: (list country/ies)

3.   Conduct general (library) research to determine "best practice" guidelines for the items listed in #4 below.
4.   When conducting your research to prepare you presentation and report, consider the types of business interactions important for the success of the employees. Your **presentation** should discuss at least **four (4)** of the following topic areas and your **report** should discuss **all** of the following topic areas:
      ➢ Business customs (differences and similarities from U.S.)

- ➢ Business ethics (differences and similarities from U.S.)
- ➢ Negotiation between company in assigned country and U.S.-based companies (differences and similarities from U.S.)
- ➢ "Rules" for business-related communication between assigned country and U.S.-based company cultures (differences and similarities from U.S.)
- ➢ Cultural "rules" for meetings in which important decisions must be made (differences and similarities from U.S.)
- ➢ description of conflict "rules" or conflict resolution techniques (differences and similarities from U.S.)

5. Conduct an **in-person interview** of a professor or business professional regarding one or more of the topics areas from #4 above. Your team will produce an interview transcript to include with the report as an Appendix.

Your goals in the team presentation are: (1) to help the audience understand underlying cultural norms, values, and communication patterns, (2) to determine how they might affect specific business interactions for someone traveling on business from the U.S. to that particular country, and (3) tie in "best practice" suggestions from your team's research and interview. Remember that communication patterns include verbal and nonverbal components.

The **report** should present a more comprehensive view of the entire project that is **beyond the scope** of a 6-minute, 40-second *Pecha Kucha* presentation.

DUE DATES:
1. Presentations + interactive activity dates (teams will draw presentation dates on _____):
   - **(date) (2 teams)**
   - **(date) (2 teams)**
   - **(date) (2 teams)**
   - **(date) (2 teams)**

2. Slide Presentation **with presentation Notes**— by (time) the date of your presentation (submitted to Dr. Wilkie via D2L dropbox by the team liaison/leader).
3. Intercultural Communication Project report – (time) (date) (D2L dropbox <u>and</u> turnitin.com).
4. Submit Individual and Team Evaluation Sheets (*see* D2L content breadcrumb) via the D2L Dropbox — (date), (time) (participation points).

Two rules for Pecha Kucha presentation design:
- **An entire show consists of precisely 20 slides, and**
- **Each slide is allotted exactly 20 seconds (slides should auto advance). The form is often referred to as 20 x 20.**
- **Text per slide should be minimal (refer to guidelines from 60-second speech at the beginning of class)**
- **Say what you need to say in 6 <u>minutes and 40 seconds</u> of matched (<u>oral</u>) words and images (slides). Review these links:**
   - **http://www.pecha-kucha.org/**
   - **Example: http://www.slideshare.net/paulsmarsden/brand-advocacy-advertising**
   - **http://catherinecronin.wordpress.com/2012/06/13/pecha-kucha/**
- **<u>All</u> team members should participate in the presentation and/or interactive activity. Audience interaction with all team members is expected. Peer (audience) evaluations of the presentation + activity will be graded as part of Participation points.**
- **Each team will have <u>30 minutes total time</u> allotted for setup, presentation, activity, etc.**

Intercultural Team Presentation

Team members:_____

Criteria	10	5	0-1
Did the presentation should discuss at least **four (4)** of the following topic areas? ➤ Business customs (differences and similarities from U.S.) ➤ Business ethics (differences and similarities from U.S.) ➤ Negotiation between company in assigned country and U.S.-based companies (differences and similarities from U.S.) ➤ "Rules" for business-related communication between assigned country and U.S.-based company cultures (differences and similarities from U.S.) ➤ Cultural "rules" for meetings in which important decisions must be made (differences and similarities from U.S.) ➤ description of conflict "rules" or conflict resolution techniques (differences and similarities from U.S.)			

Criteria	5	3	0-1
Was there depth to the intercultural analysis presented?			
Did the presentation discuss at least one peer-reviewed or journal article?			
Did the presentation cite "best practices" from library research?			
Did the presentation help the audience understand underlying cultural norms, values, and communication patterns?			
Did the presentation help the audience determine how they might affect specific business interactions for someone traveling on business from the U.S. to that particular country?			
Presenters had clearly rehearsed the presentation (i.e., seamless transition between slides and/or speakers)			
Visual Aids			
Did the slides convey the information requested in the project?			
Did the images, charts and/or graphs support the information included in the presentation?			
Did the slide <u>design</u> follow the "*Pecha Kucha*" method? (images with little to no text per slide)			

Criteria	Met time limits 5	Over 3	Under 0-1
Presentation length			
Presentation consisted of 20 slides delivered in 6 minutes and 40 seconds (*Pecha Kucha*)			

TOTAL:_____ **/60 points**

Comments (see reverse side):

—OVER—

Intercultural Team Activity

Criteria	5	3	0-1
Audience members were motivated to participate			
Activity added value to the presentation content			
Activity was effectively planned, organized, and delivered			
Activity was 10 minutes in length (no more, no less)			
Total points:		_____/20 points	

Team members:

Team Intercultural Project
Individual presentation evaluation rubric

Criteria	4-5 points	2-3 points	0-1 point
Communication mechanics			
Appropriate attire (business casual) and grooming; no distracting accessories			
Maintained appropriate eye contact with audience			
No distracting habits; used appropriate gestures			
Good volume and enunciation			
Appropriate rate of delivery			
No fillers (uh's, um's, etc.)			
Total Points	/30		

Team Intercultural Project
Individual presentation evaluation rubric

Criteria	4-5 points	2-3 points	0-1 point
Communication mechanics			
Appropriate attire (business casual) and grooming; no distracting accessories			
Maintained appropriate eye contact with audience			
No distracting habits; used appropriate gestures			
Good volume and enunciation			
Appropriate rate of delivery			
No fillers (uh's, um's, etc.)			
Total Points	/30		

Team Intercultural Project
Individual presentation evaluation rubric

Criteria	4-5 points	2-3 points	0-1 point
Communication mechanics			
Appropriate attire (business casual) and grooming; no distracting accessories			
Maintained appropriate eye contact with audience			
No distracting habits; used appropriate gestures			
Good volume and enunciation			
Appropriate rate of delivery			
No fillers (uh's, um's, etc.)			
Total Points	/30		

Peer Evaluation – Team Intercultural Presentations

Constructive Comments (do not place your name on this form)

Team #1: _____ Country: _____

Team #2: _____ Country: _____

Team #3: _____ Country: _____

Team #4: _____ Country: _____

Intercultural Communication Team Report

The intercultural project report should be uploaded to the **D2L dropbox** link for the report by (time) **on (date) (see report** format details below).

The electronic report copy should **clearly indicate** (<u>readable</u> text mark-up with comments or <u>readable</u> font color/formatting with comments) which portion of the report was contributed by each team member[1]. **The paper should reflect an <u>equal</u> contribution (writing and research) by each team member.**

<u>Report Contents</u>
- Summarize external research findings in an organized and logical manner. At least <u>one</u> **external source consisting of 5 or more pages [peer-reviewed or trade journal article] originates from IUP library databases (EBSCO host, InfoTrac, Wilson Web, Emerald Full-text, etc.).**

- The report should, at a minimum:
  - Discuss your team's findings related to cultural considerations pertaining to:
    - Business customs (differences and similarities from U.S.)
    - Business ethics (differences and similarities from U.S.)
    - Negotiation between company in assigned country and U.S.-based companies (differences and similarities from U.S.)
    - "Rules" for business-related communication between assigned country and U.S.-based company cultures (differences and similarities from U.S.)
    - Cultural "rules" for meetings in which important decisions must be made (differences and similarities from U.S.)
    - description of conflict "rules" or conflict resolution techniques (differences and similarities from U.S.);
  - Include a summary of the in-person interview with a professor/business professional (*see* "Instructions"); and
  - Incorporate "best practice" recommendations based on library research.

- The report should contain at least three visuals (table, line, bar or pie chart, and/or images) formatted APA 6th style (See http://owl.english.purdue.edu/owl/resource/560/19/).

- A well-written conclusion of your team's thoughtful synthesis, analysis and recommendations pertaining to intercultural communication. The conclusion and recommendations should be based on the research conducted and as cited on the Works Cited page, as well as your experiences and opinions relating to the report topic and information contained in your "best practice" research summaries.

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[1] **Failure to clearly indicate team member contributions may result in a loss of points.**

<u>Report Formatting (also see the evaluation rubric):</u>

- Typed and printed on a word processor
    - 1-inch margin settings
    - <u>12-point, Times New Roman</u>
    - <u>Single-spaced paragraphs with one blank line between each paragraph</u>
    - <u>Be sure to spell check *and* proof read before submitting the report</u>

- Business <u>memo</u> format (5 pages in length [no more, no less] <u>excluding</u> a separate "Works Cited" page listing all references cited in the report):
    - To: (Professor's Name)

    - From: Name of all team members should be listed on a separate line

    - Date: due date

    - Re: Intercultural Report by Team [team "brand" name]

    (See textbook example - Appendix – pp. A-14-16 and Chapter 6)

- Body of memo
    - Single-space paragraphs
    - All pages (except page 1) carry a page number (2nd page through 5th page) – <u>top left-hand corner (use the header function)</u>
    - Sources cited in body of memo should follow APA 6th style (see IUP Library Research links: **http://libraryguides.lib.iup.edu/credo**; the OWL guide on in-text citations: **http://owl.english.purdue.edu/owl/resource/560/02/**), and the APA style blog (http://blog.apastyle.org/)
        - <u>All sources(written and electronic) *and* the interview transcript[2] that are listed on the "Works Cited" page must be documented APA 6th style</u> (Books: http://owl.english.purdue.edu/owl/resource/560/08/ ; Electronic sources: http://owl.english.purdue.edu/owl/resource/560/10/ ; Articles in periodicals: http://owl.english.purdue.edu/owl/resource/560/07/) in the body of your report.

        - <u>Any item listed in the "Works Cited" page(s) must be cited in the body of the paper *and* formatted APA 6th style (see OWL guide to APA style or search http://blog.apastyle.org/).</u>

        - <u>Team leader should upload the electronic version of the report and the interview transcript to the D2L dropbox for the report by (time), (date). The memo report (excluding the transcript) should also be uploaded to turnitin.com by (time), (date).</u>

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[2] See in-text citation - interviews and personal communication, http://owl.english.purdue.edu/owl/resource/560/03/

Intercultural Communication Project Report - Evaluation Rubric

Team Member Names:

Criteria	Excellent, needs little if any improvement 4-5 points	Good, but needs moderate improvement 2-3 points	Poor, need significant improvement 0-1 point
Report is written in appropriate business memo format			
Memo report cites at least <u>one</u> external source consisting of 5+ pages [peer-reviewed or trade journal article] originates from IUP library databases (EBSCO host, InfoTrac, Wilson Web, Emerald Full-text, etc.)			
Memo cites library "best practice" research in body of paper			
Electronic memo report uploaded to the D2L dropbox <u>clearly indicates</u> each team member's equal contribution to the report			
Memo is 5-pages in length (no more, no less) excluding the "Works Cited" page			
Report is well-written, organized, and logically flows as one cohesive document; includes transitions between major thoughts along with meaningful headings and subheadings			
Each team member contributed thoughtful critical analysis of the memo			
Report concludes with the team's thoughtful synthesis, analysis and recommendations pertaining to the topic; conclusion reflects an informed analysis of the topic and research conducted		/40	
SUBTOTAL:	3	1.5-2	0 - 1
APA 6th STYLE AND FORMATTING			
Text - All report authors are included in "From" section - Single-spaced paragraphs - All pages (except page 1) carry a page number (top left-hand corner)			
Typeface, spacing - All pages are standard-sized 8-1/2 x 11 - Fonts is 12 point, Times New Roman			
Margins, paragraphs, indentation, spacing - Uniform margins of at least 1 inch top, bottom, left and right of every page - lines are a uniform left-hand margin (except: abstract, block quotations, titles and headings, table titles, figure captions)			
Spacing, punctuation, seriation, quotations – <u>APA 6th Style</u> - Space once after commas, colons and semicolons; punctuation marks at end of sentences; periods separating parts of reference citation; periods of initials in personal names *Hyphens, dashes and minus signs:* Hyphens no space before or after *Seriation* - Within paragraph or sentence: lowercase letters in parentheses - Separate paragraphs: number each paragraph with Arabic numeral, followed by a period, not enclosed in or followed by parentheses			

APA 6th STYLE AND FORMATTING	3	1.5-2	0 – 1

Report contains at least three visuals in APA 6th style
Figures and tables - APA 6th Style:
• *Tables*
   ■ Formatted per APA 6th and consecutively numbered in order of appearance
   ■ Identified by word "Table" and Arabic numeral
   ■ Table title is flush left and italicized
• *Figures*
   ■ Formatted per APA 6th and consecutively numbered in order of appearance
   ■ Identified by "Figure" and Arabic numeral
   ■ Figures must have a caption (not on figure)			

In-text citations
• <u>**All sources cited in the text of the paper are formatted APA 6th style whether paraphrased or cited as a direct quote.**</u>
• *Quotations*
   ○ Short quotation: less than 40 words; enclosed with double quotation marks
   ○ Block Quotes:
     ■ 40÷ words: double-spaced, no quotation marks; indent 5 to 7 spaces (1/2 inch) from left margin; don't single space;
     ■ quotes within a block quotation: double quotation marks
   ○ Direct quotes:
     ■ Are accurate
     ■ <u>**Citations always have author, year and page number (paragraph number if no page number available)**</u>
     ■ End of sentence: closes with quotation marks, citing of source and period outside final parentheses
     ■ text already enclosed in double-quotation marks: single quotation marks
   ○ Quotation marks:
     ■ Place period or comma before quotation marks
• Other punctuation (colon, semicolon) outside quotation marks unless part of quoted material			

Works Cited page – APA 6th style
• *References page*
   ■ References cited in text appear in reference the list as a separate page from the body of the report
   ■ <u>**All references listed are cited in body of report**</u>
   ■ Title, "References" or "Works Cited" heading in uppercase and lowercase letters, centered at top of page
   <u>**Formatting**</u>:
     • All reference entries are double-spaced
     • Hanging (1st line) indent
     • **Author name: last name, comma, first initial followed by a period; publication date in parentheses followed by a period**
     • **Article title: Capitalize only first word of article title and subtitle; no italics or quotation marks**
     • Periodical title: uppercase and lowercase letters; volume number included and correctly formatted (month or season included with date if no volume number); periodical name and volume number italicized; page numbers included and correctly formatted, commas after title and volume number; element ends with a period			

• Book chapters: title element includes name of editor preceded by word "In" and book title with parenthetical information; *editor*: name(s) formatted correctly, element ends with a comma; *title*: page numbers of article or chapter in parentheses after title ending with a period. *Publisher*: city, colon followed by state abbreviation; name of publisher, end with a period • Electronic sources: include date information was retrieved, name and/or address of source; finish with period unless it ends with Internet address (then no period) • Personal communication: per guidelines - http://owl.english.purdue.edu/owl/resource/717/07/ •			
SUBTOTAL:	**/21**		
ENGLISH MECHANICS	**5**	**3**	**0-1**
Lack of spelling, hyphenation, and proper name errors			
Lack of punctuation and capitalization errors (periods, commas, semi-colons, apostrophes, dashes, colons, parentheses etc.)			
Good sentence structure (no run-on sentences, fragments, dangling modifiers, etc.); proper use of nouns, pronouns and relative pronouns; avoidance of colloquial expressions			
No subject/verb mismatches; use of active voice			
Lack of word usage/choice errors and biased language			
Subtotal:	**/25**		
ASSIGNMENT SUBMISSION			
Entire paper was uploaded to D2L by the deadline	7 (by the deadline)	4 points (1 day late)	0-3 points (2 or more days late)
Paper was submitted electronically **to turn-it-in.com** by deadline (*.rtf or *.doc format only)	7 (by the deadline)	4 points (1 date late)	0-3 points (2 or more days late)
		/11	
Subtotal:			
Total Points:			**/100 points**

Team Intercultural Communication Project – Peer Evaluation of Team Members

In working with a team, there should be an evaluation of each member's performance by the other members of the team. Please be honest about the quality of work performed by each team member. Write each member's name in the space provided (**including your own name**). Describe the tasks performed by each member for the project. Then, indicate the level of work performed by each member (rating should honestly reflect actual contributions made by the member). **Be sure to rate your contributions, as well.** Write additional comments on the reverse side.

List each team member's name below	Rate each member's responsiveness to communications about the intercultural project presentation from you and/or other team members [on a scale of 1 to 5 with 1 being the lowest score and 5 being the highest score]	Rate each member's contribution to the Intercultural Project presentation [on a scale of 1 to 5 with 1 being the lowest score and 5 being the highest score]	Rate each member's responsiveness to communications about the intercultural project report from you and/or other team members [on a scale of 1 to 5 with 1 being the lowest score and 5 being the highest score]	Rate each member's contribution to the Intercultural Project report [on a scale of 1 to 5 with 1 being the lowest score and 5 being the highest score]

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

Pre-requisite: Junior Standing

I) Catalog Description:

The course provides an in-depth study and theoretical understanding of intercultural business communication, including international, national, ethic, racial, and socioeconomic 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) Course Objectives:

At the end of this course, students will:

1) be able to discuss and comprehend the theory 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) be able to comprehend, relate to, and utilize in discussion, the basic theories of intercultural communication relevant to business.

- *As Informed Learners,* students will demonstrate knowledge and understanding of:
    - o *The interrelationships within and across cultures and global communities.*

3) develop an understanding of cultural differences, and be able to evaluate appropriate business behavior with people of other cultures, whether in the work place or an international context.

4) be able to relate to textbook theories of intercultural competencies to real world experiences as needed to become independently effective in a multicultural context.

- *As Responsible Learners,* students will demonstrate :

o   An understanding of themselves and a respect for the identities, histories, and cultures of others.

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

- *Empowered Learners* are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observations. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

-- *As Empowered Learners,* students will demonstrate:
   a. critical thinking skills, including analysis, application, and evaluation.
   b. reflective thinking and the ability to synthesize information and ideas.

6) adopt and employ new multicultural theories as they relate to one's business practices by examining and analyzing episodes (mini cases) of successful and failed intercultural business communication.

7) develop and determine a professional stance of cultural mores and accepted business practices through computer mediated conversations with students from other countries.

III. Course Outline:

   A.   Introduction   6hrs
        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 cultural value   4hrs
        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   6hrs
        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   6hrs
     1.   Business ethics and communication
     2.   Business etiquette
            1. Business cards
            2. Greetings and mean processes

E.   Authority structures and communication   4hrs
     1.   Legal parameters influencing intercultural business communication for business
     2.   Government regulations controlling intercultural business communication

F.   Language   4hrs
     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   3hrs
    1. Relational bridges and support structures
    2. Barriers to competitiveness and progress

H. Cultural specific analyses   9hrs
    1. Least and less developed countries
    2.   Developing countries
    3. Developed countries

I. Culminating activity (final examination/application)   2hrs

    Total course hours   44hrs

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

Writing assignments and mini case analyses   40%
    One short report- Communication etiquette, (5-6 pages)
    One case analyses (10-12 total pages)
    Three business messages (3 total pages)

Tests and quizzes   15%
    Two tests (mid-term and final tests) consisting of essay and multiple-choice items
    Quizzes (2-4) consisting of multiple choice, matching, and true/false items

Oral presentations   20%
    One country-specific presentation (informational, informal report)
    One intercultural business presentation (formal, persuasive report)

Participation and other   25%
    Computer mediated communication with a student from another country; journalistic entries, and assignments.

V. **Grading Scale:** 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%	A
80%-89%	B
70%-79%	C
60%-69%	D

VI. **Undergraduate Course Attendance Policy:**

As per university policy, no more than **three (3)** absences are permitted during the regular session. After that time, each absence is worth 3% deducted from your final grade. This policy will be strictly enforced. This includes Lecture **and** Lab. **Only 3 absences TOTAL.**

NO TARDIES will be permitted! You are aware of class time. You will be penalized by an **absence for each tardy.** I check the attendance at the beginning of each class; if you are not present, you are marked ABSENT. If for some unforeseen, legitimate reason you are running late and a student is presenting to the class, **do not enter the room until the student has completed his/her presentation.**

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. If you turn in work **without placing your name on it,** the assignment will not be graded and you will receive no credit for that assignment.

VII. Required Textbooks, Supplemental Books, and Readings:

Samovar, L.A., Porter, R.E., & McDaniel, E.R. (2010). *Communication between cultures,*

$\qquad$ (7th ed). Boston, MA: Wadsworth.

VIII. Special Resource Requirements:

- Access to library journal articles, and international business professional journals.
- Access to online resources to develop computer mediated communication with a student from another country (i.e., Facebook, LinkedIn, etc.).

IX. Bibliography

Chaney, L., & Martin, J. (2013). *Intercultural business communications,* (6th ed). Saddle

$\qquad$ River: Prentice Hall (e-book available)

Cooper, P.J., Calloway-Thomas, C., & Simonds, C.J. (2007). *Intercultural*

$\qquad$ *communications: A text with readings.* Boston: Peason. (e-book available)

Eckert, S. (2006). *Intercultural Communication.* Mason, OH: Thomson-Southwestern.

Klopf, D.W., & McCroskey, J.C. (2007). Intercultural Communication Encounters.

$\qquad$ Boston: Pearson. (e-book available)

Tuleja, E.A. (2009). *Intercultural communication for business* (2nd ed). Mason, OH:

$\qquad$ Cengage.

Samovar, L.A., Porter, R.E., & McDaniel, E.R. (2009). *Intercultural Communication: A*

$\qquad$ *reader,* (12th ed). Boston, MA: Wadsworth.

Varner, I., & Beamer, L. (2010). *Intercultural communication in the global workplace.*

(5th ed). McGraw-Hill/Irwin.