

COURSE SYLLABUS

INSTRUCTOR CONTACT INFO

mbowles@1400words.com
214-632-1688
Personal face-time by appointment, M-F, 9-5

CLASS INFORMATION

Credit hours: 4.0
Meeting times: Tuesdays ... Sept. 1 thru Dec. 15, 2015 ... 6:00PM – 10:00PM
Meeting location: TAMU-C Downtown Campus – 1910 Pacific, 4th Floor, Room TBD

REQUIRED TEXTBOOK

When Cultures Collide: Leading Across Cultures. 3rd ed. Richard D. Lewis. Boston: Nicholas Brealey International, 2006. ISBN-10: 1904838022 –or– ISBN-13: 978-1904838029

HIGHLY RECOMMENDED REFERENCES

Leadership in a Diverse and Multicultural Environment: Developing Awareness, Knowledge, and Skills. Mary L. Connerly and Paul B. Pedersen. Thousand Oaks, CA: Sage Publications, 2005. ISBN-10: 0761988602 –or– ISBN-13: 978-0761988601

Cultural Intelligence: People Skills for Global Business. David C. Thomas and Kerr Inkson. San Francisco: Berrett-Koehler Publishers, Inc., 2003. ISBN-10: 1931930007 –or– ISBN-13: 978-1931930000

Doing Business Internationally: The Guide to Cross-Cultural Success. Danielle Walker, Thomas Walker, and Joerg Schmitz. New York: McGraw-Hill, 2003. ISBN-10: 0071378324 –or– ISBN-13: 978-0071378321

COURSE DESCRIPTION

Advanced presentation skills within the context of a multicultural audience. Students will examine the basic traits that define the world's cultures, and hone their oral and written skills in order to bridge the cultural divide, connect with audiences, communicate clearly, and generate the desired response.

COURSE OBJECTIVES

The objectives of this class are to give students a better understanding of the customs and behaviors that define various national, ethnic, and philosophical cultures, and to provide skills that will help them overcome cultural barriers when presenting to an audience whose history, traditions, or beliefs they may not share. Students will:

- Be introduced to the major interpersonal and organizational traditions that define the cultures of the United States, Mexico, the UK and Europe, the Middle East, and the Far East, as well as geographic/demographic subsets of the U.S.
- Hone their skills in the development of more effective written and oral presentations.
- Develop presentations on topics specifically selected to challenge cultural biases.

COURSE STRUCTURE

This class will be a combination of lectures, assigned readings, projects, and presentations. A commitment to continuous attendance, class readings, and adherence to course schedules will be necessary to achieve the goals for this class and its completion.

ATTENDANCE

- A tardy of 30 minutes or more equals one absence.
- You may be absent from class once. Two absences will result in failing the class
- If you choose to proactively drop the course with 2 absences, you will receive a drop/fail.

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- Sleeping, dozing, or nodding off in class—besides being very rude to all concerned—will be counted as a tardy the first time, and an absence on the second occurrence, and all subsequent occurrences.
- No texting, emailing, calling, or unauthorized Internet browsing on your laptop or tablet while in class, unless you're waiting for an organ transplant.

SPECIFIC CLASS POLICIES

Students MUST keep up with the assignment schedule in order to pass this class. PROGRESS THROUGH THIS COURSE IS THE RESPONSIBILITY OF THE STUDENT. No extensions or exceptions will be granted except in cases of extreme hardship or medical necessity. Professional work demands do not constitute extreme hardship exemptions.

COURSE SCHEDULE

Week 1:(9/1/15)..... What Is Culture? / Why Cultural Awareness Matters
Week 2:(9/8/15)..... Categorizing Cultures, Part 1
Week 3:(9/15/15)..... Categorizing Cultures, Part 2
Week 4:(9/22/15)..... Identifying Your Audience / Audience Brief, Part 1
Week 5:(9/29/15)..... Identifying Your Audience / Audience Brief, Part 2
Week 6:(10/6/15)..... Storytelling Across Cultures, Part 1
Week 7:(10/13/15).... Storytelling Across Cultures, Part 2
Week 8:(10/20/15).... Creating An Engagement Strategy, Part 1
Week 9:(10/27/15).... Creating An Engagement Strategy, Part 2
Week 10: ..(11/3/15)..... Leadership, Part 1
Week 11: ..(11/10/15).... Leadership, Part 2
Week 12: ..(11/17/15).... Team Building Across Cultures, Part 1
Week 13: ..(11/24/15).... Team Building Across Cultures, Part 2
Week 14: ..(12/1/15)..... Final Exam Presentation Rehearsal
Week 15: ..(12/8/15)..... **Final Exam Presentations**

GRADE EQUIVALENTS

A (3.5 to 4.0) Graduate-level effort and results
B (3.0 to 3.49) Average scholarly effort and results
C (2.0 to 2.99) Minimal class requirements met
D (0.0 to 1.99) Below expectations

GRADING CRITERIA

1. Weekly Assignments 35%
2. Final Exam 50%
2. Participation 15%

GRADE EVALUATION

Your final grade will be based on an average of all assignments, attendance and in-class participation. The participation grade is based on the application of course concepts, daily class involvement, and both a desire and capacity to show progress and meet deadlines. **Note!!! Failure to deliver the final exam project will result in an automatic semester grade of F.** Grades will be discussed on an individual basis by office appointment only—not in class.

PLAGIARISM POLICY

Plagiarism is defined in the Oxford English Dictionary as, “The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one’s own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another.” Plagiarism occurs any time another’s ideas or words are used without attribution. Direct quotations must be set off from other text by quotation marks (“”) cited according to MLA standards; paraphrasing of another’s ideas must also be cited according to MLA standards. Copying from other students also constitutes plagiarism. Prohibiting plagiarism and acknowledging the intellectual contributions of others are core values of scholarly professionalism and elements of U.S. civil and criminal law. Any offense wholly or partially touching the definition cited above constitutes plagiarism and is grounds for a failing grade of “F” in this class. No exceptions.

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TO AVOID PLAGIARISM:

- *Allow time for reading*, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.
- *Sloppy notetaking increases the risk that you will unintentionally plagiarize.* Unless you have taken notes carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.
- *Identify words that you copy directly* from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.
- *Jot down the page number and author or title* of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.
- *Keep a working bibliography* of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.
- *Keep a research log.* As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.
- *You must cite direct quotes.*
- *You must cite paraphrases.* Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.
- *You must cite ideas* given to you in a conversation, in correspondence, or over email.
- *You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge."* However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.
- *These types of sources should be cited as well.* Printed sources: Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; Electronic sources: Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; Images: Works of art, illustrations, cartoons, tables, charts, graphs; Recorded or spoken material: Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

NOTE:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see student's Guide Handbook, Policies and Procedures, Conduct)

DISABILITIES ACCOMMODATION

Students requiring accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Bldg., Room 303D, 903-886-5835.

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