

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-38		App-12/02/08

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

BTST342 Intercultural Business Communication	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing

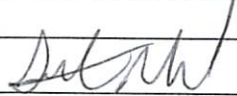
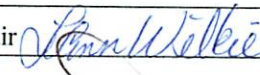
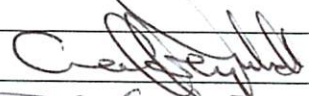
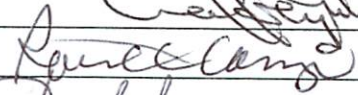
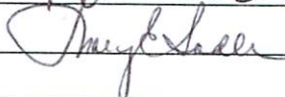
**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track                       Program Revision  
 Catalog Description Change

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	Dr. Scott Mensch, Chair 	9-22-08
Department Chair(s)	Dr. LeAnn Wilkie, Department Chair 	9-22-08
College Curriculum Committee Chair	Dr. Geoffrey Tickell 	9-22-08
College Dean	Dr. Robert Camp 	10-1-08
Director of Liberal Studies *	Dr. Mary Sadler 	11-7-08
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		

\* where applicable

Received  
 OCT 17 2008  
 Liberal Studies

# CHECK LIST -- NON-WESTERN CULTURES

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## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

## Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

## These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

# CHECK LIST -- LIBERAL STUDIES ELECTIVES

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## Knowledge Area Criteria which the course must meet:

- X Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- X Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- X Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- X Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Liberal Studies Elective Criteria which the course must meet:

- X Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- X Not be a technical, professional or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or pre-professional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## NON-WESTERN CULTURE REQUIREMENT -- 3 s.h.

A major objective of courses satisfying this requirement is to provide students with an opportunity to study at least one other culture on its own terms and as a result develop attitudes and understandings necessary to live in a world which is growing progressively smaller and in which contact between cultures has been and is regular.

Unless such a course is completed elsewhere in a student's curriculum, one 3 cr. course on a non-Western culture must be chosen as a Liberal Studies elective.

### CRITERIA FOR NON-WESTERN COURSES

General Criteria:

(1) Courses must develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.

This class will help students develop an understanding of multiple cultural practices, as well as give them an opportunity to research and practice cultural differences in etiquette, verbal and non-verbal communication, and gain an understanding of the adaptations and differences between business cultures in these respects. Guest speakers, case studies, and performances are a few ways in which this may be developed.

(2) Courses must present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.

This course will present opportunities for students to develop relationships with students from other cultures via the web. Social networks popular with college students will give them an opportunity to seek out students from other cultures and countries, and gain knowledges from these contacts in many of the practices of their culture. Art from other cultures will be investigated; these may include, but are not limited to, music, works of fiction, art, and film. Advertising, clichés of the business world, and case studies will be used to present cultures in their own terms.

(3) Although a course may deal with a single culture, comparative courses addressing relationships among cultures are encouraged.

Students will be encouraged to develop relationships with students from other cultures in an attempt to understand the subtle differences as well as the similarities. This can be done through students both on campus and off; also, social networking sites prearranged with other universities may be helpful.

(4) A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideas, norms and issues.

As stated earlier, music, works of fiction, art, and film may be used to present a more complete understanding of differing cultures; additionally, an etiquette dinner premiering some of the more “classic” foods of different cultures has been discussed with the University Career Development Center and Aramark. By trying foods from other cultures, discussing acceptable etiquette in each of these cultures, students will have a real-world understanding of the accepted differences (and similarities) in the global business world.

(5) A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.

All perspectives of study can be utilized by the students and the faculty in an attempt to best showcase the business attitudes of differing cultures; students will have an opportunity to address business ethics in a culturally diverse world, and learn to understand the reasoning behind these accepted methods of conducting business.

(6) Literature courses, either in translation or in the language of the culture(s), can be appropriate if the literature selected is authored predominantly by non-Western writers. The literature selected for such a course must represent cultural phenomena, issues and values in contemporary society.

Literature that may be chosen to read in this course include many non-western writers, including Khaled Hosseini, Frank McCourt, James McBride, Amy Tan, Cindy Vallar, Daoud Hari, Robyn Scott, Isak Dinesen and William F. Kelleher. Additionally, children’s fairy tales may be used to illustrate further acceptable behavior taught to the youth through early literature.

### Specific Recommendations:

(1) The course should encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.

Indigenous materials will be readily available for students to use in this class.

(2) The course should encourage the student to acquire cultural appreciation and understanding, and should provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

Students will be able to investigate, synthesize and share findings of cultural differences by creating reports and presentations on topics of their choosing to the entire class.

(3) The course must address, where appropriate, the experience of women and the roles of men and women.

Students will have the opportunity to understand women's roles in cultural settings through the use of film, literature, and conversation with students from other cultures. Case studies, guest lectures, plays, music, and other artistic venues will all be available to students as an opportunity to realize the importance of roles of men and women in different cultures.

(4) An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirement of the Liberal Studies program.

N/A

(5) An internship can meet the requirement for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the general criteria.

N/A

(6) Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

This class will incorporate cultural issues from all cultures listed above, as well as as a great many other diverse cultural areas, including Malawi, Africa, South America, Asian, and Mexican entities.

**Syllabus of Record BTST 342**  
**Intercultural Business Communication**

**3 class hours**  
**0 lab hours**  
**3 credits**  
**(3c-01-3cr)**

**Prerequisite: Junior Standing**

**I Course Description:**

The course 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 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:**

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.
- 7) Gain foundational understanding of cultural mores and accepted business practices through computer mediated conversations with students from another country.

### III. Course Outline:

- A. Introduction 6
  - 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 orientations 4
  - 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 6
  - 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
    - i. Business cards
    - ii. Greetings and mean processes
- E. Authority structures and communication 4
  - 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 competence	3
	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	40%
1. One short report- Communication etiquette, country specific (5-6 pages)	
2. One case analysis (8-10 total pages)	
3. Three business messages (3 total pages)	
Tests and quizzes	15%
1. Two tests (mid-term and final tests) consisting of essay and multiple-choice items	
2. Quizzes (2-4) consisting of multiple choice, matching, and true/false items	
Oral presentations	20%
1. One country-specific presentation (informational, informal report)	
2. One intercultural business presentation (formal, persuasive report)	
Participation and other	25%
Computer mediated communication with a student from another country; journalistic entries, and assignments	

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

<u>Points Earned</u>	<u>Grade Earned</u>
90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D

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 5 points for each class day beyond the assignment due date.

#### **V. Required Textbooks, Supplemental Books, and Readings:**

Chaney, L., & Martin, J. (2007) *Intercultural business communications*, (4<sup>th</sup> ed). Saddle River: Prentice Hall. (e-book available)

Cooper, P. J., Calloway-Thomas, C., & Simonds, C. J. (2007). *Intercultural communication: A text with readings*. Boston: Pearson. (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* (2<sup>nd</sup> ed).. Mason, OH: Centgage.