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INTERNATIONAL BUSINESS COMMUNICATION

COM 4430- U01

A Global Learning Designated Course¹

Reference: 10801

Spring 2018

Tuesday-Thursday

08:00am-09:15am

GL 245

Florida International University

College of Communication, Architecture + The Arts

Department of Communication

Professor: Dr. Nurhayat Bilge, PhD

Phone: 305-348-6521

E-Mail: nbilge@fiu.edu

Office Hours:

Or by Appointment

Office Location: VH

University Drop Dates:

January 16, Tuesday: Last day to add courses; last day to drop courses or withdraw from the University without incurring financial liability for tuition and fees

March 19, Monday: Last day to drop course with a DR grade
Last day to withdraw from the University with a WI grade

COURSE DESCRIPTION

This course is designed to examine the relationship between culture, cultural differences and communication in the context of business. Though the course name suggests an international focus, we will go beyond nationality and explore all aspects of culture and cultural differences and analyze their impact on business and organizational communication.

REQUIRED TEXT

Teeja, P. (2015). *Intercultural Communication for Business*. Indianapolis, IN: Dog Ear Publishing.

ISBN: 978-1-60755-3362-4

The book is required. You need to read the relevant chapters before class each week and demonstrate your understanding of the material in class discussions. You also need to apply the information in the book to the papers you write in the class and the presentations you will give. Finally, exams in the class will test your knowledge of the material. Hence, your success in the class depends on your knowledge and understanding of the book.

¹ This is a Global Learning designated course that counts toward your Global Learning graduation requirement.

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COURSE OBJECTIVES:

- Gain a thorough understanding of culture and cultural differences
- Examine the relationship between intercultural communication and business
- Explore intercultural communication in different contexts related to business and organizations
- Critically analyze your own cultural perceptions and their influence on your communication interactions

Global Learning Outcomes:

- Show an awareness of the differences and similarities of cultural expectations and values, as well as the dynamics of their interaction, as they form the context for contemporary international business. (Global Awareness)
- Develop and deliver an effective presentation of a case study of the ways a real world international business problem or situation required sensitivity to local, international and intercultural understandings (Global Perspective).
- Participate in the collaborative development of a project demonstrating cultural understanding and application of culture-appropriate business strategies incorporating the insights of global, international, and intercultural awareness and perspective you gained (Global Engagement).

INSTRUCTOR EXPECTATIONS AND POLICIES

ACADEMIC INTEGRITY

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions as outlined in the Student Handbook.

SOURCE: <http://undergrad.fiu.edu/academic-misconduct/pdfs/code-of-academic-integrity.pdf>

For more information, visit:

<http://undergrad.fiu.edu/academic-misconduct/pdfs/undergraduate-academic-misconduct-final.pdf>

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WRITING ASSIGNMENTS' MINIMUM GRADE POLICY, TURNITIN.COM, AND GRADEMARK

All written assignments must be submitted to the Turnitin link on Blackboard by the posted deadline. Assignments submitted by any other means or after the deadline will not be accepted and evaluated without proper supporting documentation.

Once your assignment has been uploaded successfully to Blackboard, you will receive a confirmation receipt. Please keep this confirmation number for future reference. Within a few hours your assignment will be assigned an originality/similarity percentage. The written comments on your assignment are accessible using the GradeMark function within the Turnitin link on Blackboard.

FLORIDA INTERNATIONAL UNIVERSITY STUDENT CODE OF STANDARDS

A University is a learning community following a tradition more than 1,000 years old. Florida International University is such a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. As a member of this community:

- I will respect the tradition of academic inquiry, the university's rules of conduct, and its mission.
- I will respect the opinions and differences of all members of the FIU community.
- I will practice civility and demonstrate conduct that reflects the values of the institution.
- I will be diligent and honest in my personal and academic endeavors.

The FIU Student Handbook outlines the Student Code of Conduct regarding students with disruptive behavior.

Website: www.fiu.edu/~sccr/docs/disruptive-brochure.doc

POLICY FOR ASSIGNING AN INCOMPLETE "I" GRADE

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two-semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

Incompletes are awarded only if the student has completed most of the course work. If a student misses a significant portion of the course work, he/she should drop the course. If the drop period has ended, the student may petition for a withdrawal—this requires the student to un-enroll in all of their courses for that semester.

Incompletes are not to be used because a student took on too many credits and they cannot complete everything that is now required of them.

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In such cases where the course instructor determines that it appropriate to award a student a grade of "I" (incomplete) the following steps must be followed.

Using an Official University Form the course instructor will report the following:

1. The grade earned by the student to date
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment)
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up
4. The justification for awarding the grade of "I"
5. Have the student sign the form
6. Submit this form to the Department Chair and Dean and maintain a copy for instructor records and provide a copy for the student
7. Upon satisfying the requirements for a grade the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

RELIGIOUS HOLIDAYS

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

SEXUAL HARASSMENT POLICY

Please refer to the University Policy on Sexual Harassment.

http://hr.fiu.edu/index.php?name=sexual_harassment

STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for people with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center. University Park Campus, GC 109, Voice: (305) 348-3532, TTY: (305) 348-3852

Email: drcupgl@fiu.edu

UNIVERSITY LEARNING CENTER

One of the university resources available to you is the University Learning Center. The center is here to assist you with your learning needs. They offer tutoring, support for writing papers, studying for your classes, and preparing for your exams. They also offer online support. I urge you to utilize this resource, which is available to all FIU students. You can find more information at <http://learningcenter.fiu.edu> or GL 120 (305) 348-2441 on the main campus or ACI 160 (305) 919-2277 on the Biscayne Bay campus.

CLASSROOM ETHICS

This class will be based on discussion and interaction between students. Different opinions and perspectives are encouraged. I want this classroom to be a space where you can all safely voice your ideas and opinions. To provide such an environment, the students are expected to show

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each other respect. Differences of opinions, beliefs, and ideas will be discussed in a nonjudgmental, respectful, and open manner. Profanity is unacceptable.

As for cell phones, ipads, and other electronic equipment... Please turn them all off or the very least make sure they are silent. When you are in the classroom, I expect you to be in the classroom mentally as well, which means no text messaging or playing games. If you wish to use your laptop for taking notes, you may do so as long as your wireless connection is disabled.

COURSEWORK:

In this course, you will be evaluated on your participation and performance on a number of assignments. All assignments require studying and applying the knowledge in the book. Therefore, you need to purchase your required book and start studying it as soon as semester starts. You are responsible for keeping up with the readings. Our course is based on class discussions. I will not be lecturing the book. The book is one resource for you, and I am another. Hence, repeating what's in the book will not do you service. I will take what is in the book and build upon it through discussions and analysis of examples and applications of information. In other words, the book provides you with information, after which, you apply critical thinking in the classroom and transform information to knowledge.

ATTENDANCE AND PARTICIPATION:

Attendance is crucial in this class. Our exploration of the subject depends on our class discussions. You will learn from each other as much as you will learn from the material and me. As college students, you need to develop the critical thinking skills that will allow you to analyze what you learn and apply it to your lives. The foundation of the class is discussion and interaction between you and your classmates. Therefore, attendance is a vital part of the class. You are expected to come to each class and be on time. Attendance will be taken randomly throughout the semester. If you come to class late or leave early, you will be marked as absent. Attendance alone is insufficient for creating a vibrant and effective classroom setting. For that, you need to show great participation. You need to be a part of the class discussions and show me that not only you have read and understood the material, but also you are questioning and analyzing the concepts. **Please take note that I expect you to come to class having read the material.**

Global Learning Outcome: Your participation in the class will help develop your global awareness, perspective, and engagement. You will learn from one another about different cultural practices and identities. You will gain a different perspective about culture and the world in general. Through discussions and interaction with one another, you will learn to engage with the diverse culture and cultural perspectives are different than your own.

GROUP PRESENTATIONS:

There are three group video-presentations in the class. You will be working with the same group of students throughout the semester and you will be assigned a cultural group for your projects. With each presentation, please turn in a page with the names of all group members and the sections for which they were responsible. This does not mean you will get individual grades; on the contrary, there will be a group grade. One cannot get a higher grade than their group members; however, if they did not pull their weight and did not perform as well as other group members, then their grade will be lower than the group grade.

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Global Learning Outcome: This project aims to enhance your global awareness, perspective, and engagement. In order to succeed, you need to, first and foremost, understand your assigned country's culture thoroughly. Besides being aware of the country's culture, you also need to understand specific values, traditions, and perspectives. A part of the project is to help your classmates learn and understand your assigned country's culture, which you think will be unfamiliar to them. In order to determine what is and isn't familiar to your audience, you also need to analyze your audience's culture. You need to determine your audience's perspective so you can help change and/or enhance that perspective. The project also gives you an opportunity for global engagement, since you will be working with group members, whose culture and cultural understanding will be different than your own.

Product Presentation:

For this assignment, you and your group will choose a product, with which you will work through the semester. In this presentation, you will create a video focusing on your chosen product. In order to earn credit, you need to demonstrate a thorough understanding of the product, of the organizational culture the product entails, and of the product's target market. You also need to show how the product appeals to the American customer. Your presentation should exhibit creativity and knowledge regarding your chosen product. The video should be about 5 minutes long, followed by a discussion/presentation of 5-10 minutes. However, please remember that quality surpasses quantity, and the content is far more important than length. You will also turn in a member participation assessment paper with this assignment, indicating the exact responsibilities and contributions of each member in the group.

Cultural Assessment Presentation:

Second part of your group project will be to understand a culture, to which your product will be introduced. Your group will be assigned a country; however, you will determine who your target market within that country will be. Therefore, in this presentation you need to demonstrate a thorough understanding of the country, which is assigned to you; furthermore, you need to clearly define the cultural group within your target market, and articulate their cultural identity. The video should be about 5 minutes long, followed by a discussion/presentation of 5-10 minutes. Once again, I want to remind you that quality far supersedes quantity. You will turn in a member participation assessment paper with this assignment also, indicating the exact responsibilities and contributions of each member in the group.

Marketing Strategy Presentation:

At the end of the semester you will present your completed marketing strategy of your chosen product in your chosen cultural setting. This presentation will bridge your first two presentations: specifications of the product and the cultural identity of the target market. In order to earn credit, you need to tell your audience what your strategy is and why you think the steps you are proposing are, in your opinion, the best ways to market your product in that particular cultural setting. For the video part of the presentation, you may create a commercial, a short film, or any other creative way of showing us a tangible example of your strategy. Aligned with the former presentations, the video should be about 5 minutes long, followed by a discussion/presentation of 5-10 minutes. You will, once again, turn in a member participation assessment paper with this assignment, indicating the exact responsibilities and contributions of each member in the group.

CASE STUDY:

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This assignment is designed to help you understand application of concepts through real-life examples. This is an individual assignment, where you will write a two page-report exploring a case study and share it with your colleagues. The case study should exemplify an incident where cultural differences caused a conflict in the context of business. Your book provides examples and there are ample cases in the literature and news. You will choose one case, which demonstrates the issues and concepts we discuss in the course. You will explain the parties involved, conflict issues, and articulate the influence of culture and cultural differences on the causes, escalation, and management of the conflict.

There are 5 case-study dates throughout the semester. You will sign up for a day of your choice in the beginning of the semester. You will upload your report to Blackboard for the rest of the class to read. The following class meeting will be dedicated to a class discussion of the example explored in these reports. Please note that these reports constitute the reading assignment for the class on the day of discussion.

Global Learning Outcome: This assignment will give you a chance to gain and demonstrate global awareness and perspective. You need to fully understand the cultural differences and perspectives in the examples you and your colleagues choose.

EXTRA CREDIT:

You may earn extra credit in this course by engaging in intercultural activities and/or interactions. You may visit a cultural center, attend a cultural festival or take part in any other cultural activity. During your visit, you need to interact with someone belonging to that culture and gain an insight. Afterwards, you will write about the event, the interaction you encountered, and what you learned as a result. You can submit 1 to 4 extra credit works, each of which will earn you 5 points.

Global Learning Outcome: The extra credit work will give you an opportunity for global engagement by attending cultural events/activities and by interacting with members of the specific cultural group regarding the events/activities.

GRADING

Please pay attention to requirements for the assignments. Satisfying all requirements of an assignment does not entitle you to get an A for that assignment. Completing an assignment by fulfilling all requirements translates to satisfactory work, which earns the student C grade, as per university rules. Completing all requirements and doing them well earns the student B grade. The grade A is reserved for work that is above and beyond.

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Please make sure you follow your grades and know where you stand in class throughout the semester. It is your responsibility to know your grade. There will be opportunities for extra credit, however, please don't wait until the very end of the semester to notice that you may be in trouble.

Grading:

Participation	100 Points
Presentation 1	100 Points
Presentation 2	100 Points
Presentation 3	100 Points
Case Study	100 Points
Total:	500 Points

Grading Scale

A	= 93-100%	465-500
A-	= 90-92.9	450-464
B+	= 87-89.9	435-449
B	= 83-86.9	415-434
B-	= 80-82.9	400-414
C+	= 77-79.9	385-399
C	= 70-76.9	365-384
D	= 60-69.9	300-359
E	= 50-59.9	0-299

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DATE	Class Agenda (Subject to Change)	Assignment
T 01/09	Introduction to the course	
Th 01/11	Defining Intercultural Communication <i>Global Awareness and Perspective</i>	Read Chapter 01
T 01/16	Defining Intercultural Communication <i>Global Awareness and Perspective</i>	Read Chapter 01
Th 01/18	Group Presentation Information Session <i>Global Awareness and Perspective</i>	Groups will be formed
T 01/23	Group Presentation Workshop	Upload Case Studies to Blackboard
Th 01/25	Case Studies Discussion <i>Global Awareness and Perspective</i>	Read Case Studies on Blackboard
T 01/30	Cultural Differences and Communication <i>Global Awareness and Perspective</i>	Read Chapter 02
Th 02/01	Cultural Differences and Communication <i>Global Awareness and Perspective</i>	Read Chapter 02 Upload Case Studies to Blackboard
T 02/06	Case Studies Discussion <i>Global Awareness and Perspective</i>	Read Case Studies on Blackboard
Th 02/08	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
T 02/13	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
Th 02/15	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
T 02/20	Culture and Identity in the Business World <i>Global Awareness and Perspective</i>	Read Chapter 03
Th 02/22	Culture and Identity in the Business World <i>Global Awareness and Perspective</i>	Read Chapter 03 Upload Case Studies to Blackboard
T 02/27	Case Studies Discussion <i>Global Awareness and Perspective</i>	Read Case Studies on Blackboard
Th 03/01	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
T 03/06	Group Presentations	

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	<i>Global Awareness, Perspective, and Engagement</i>	
Th 03/08	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
T 03/13	SPRING BREAK	No Class
Th 03/15	SPRING BREAK	No Class
T 03/20	Culture and Power <i>Global Awareness and Perspective</i>	Read Chapter 04
Th 03/22	Culture and Power <i>Global Awareness and Perspective</i>	Read Chapter 04 Upload Case Studies to Blackboard
T 03/27	Case Studies Discussion <i>Global Awareness and Perspective</i>	Read Case Studies on Blackboard
Th 03/29	Applications for Intercultural Communication <i>Global Awareness and Perspective</i>	Read Chapter 05
T 04/03	Applications for Intercultural Communication <i>Global Awareness and Perspective</i>	Read Chapter 05 Upload Case Studies to Blackboard
Th 04/05	Case Studies Discussion <i>Global Awareness and Perspective</i>	Read Case Studies on Blackboard
T 04/10	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
Th 04/12	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
T 04/17	Group Presentations <i>Global Awareness, Perspective, and Engagement</i>	
Th 04/19	Course Overview	
T 04/24 07:30am- 12:30pm	Final Exam	

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