

FA 297 Communicating in a Global Business Environment

**DePaul University
School for New Learning
Naperville Campus
Winter 2010**

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Dates: January 06 - March 17, 2010
Day: Wednesday
Time: 6.30 - 9.30 PM, CST
Competences: A-1-X, H-1-A, H-3-E, H-5, F-X
[Other competences can be negotiated]

Course Description

Effective and efficient communication is a challenge in our own culture, and is compounded when we face communicating in a culture other than our own. This course will begin by examining and practicing communication formats that are accepted in the Western world. Following this we will examine the historical background of various countries and sample presentations of leaders from those countries. In addition, learners will have opportunity to format their own presentations using those of the world's great leaders as models. Learners will be encouraged to incorporate their own professional situation as a place to begin experimenting with their newly acquired awareness and knowledge.

Objectives

Upon successful completion of the course the learner will have the ability to:

- Locate various geographic areas of the world
- Gain knowledge about specific countries' cultural histories
- List and know the significance of the world's major international organizations
- List and know the significance of the world's major belief systems
- Find information through various countries' own information sources
- Find examples of presentations/speeches of international leaders
- Format and present a paper in an acceptable manner in the US and Europe
- Format and present a paper in an acceptable manner in selected nonwestern countries

Learning Strategies

A variety of learning strategies will be encountered throughout this course. Each learner will have opportunities to learn in an individual, small group, and larger group setting. Taking in information will be equally important to producing it. Individual reflection on and summary of class meetings will be an essential component of the learner's learning experience.

Teaching Strategies

In his address to incoming students at Elizabeth College in Pennsylvania, Professor Jacob Neusner states that you can learn more from an encyclopedia than you can from a professor. The memorable professors that you encounter will teach by helping students learn on their own. He goes on to say that professors are here to guide, to help, to goad, to irritate, to stimulate, and that students are here to explore, inquire, to ask questions, to experiment, to negotiate knowledge. Professor Neusner concludes by reminding us that great teachers don't teach. They help students learn. All teaching strategies in this course are meant to exemplify these thoughts!

Grading/Competence Policy

Competence/s will be met by meeting the course's objectives and will be documented through each learner's presentations. Grades are determined by averaging quiz scores (assuming that lack of attendance and/or participation has not affected the grade). The highest grade will be received by each learner if s/he participates in all activities. This grade may be lowered at the discretion of the instructor *if participation and/or attendance* is not complete.

Attendance

Successful completion of this course necessitates CONSISTENT attendance. Participation with others is a part of competence completion. Absence may (at the discretion of faculty) necessitate the repetition of a class, or the entire course. There is NO way to duplicate class participation. If an absence occurs and since making up class time is not possible, it is the responsibility of the learner to work with her/his partner, contact the instructor, and design a project that would make up for the missed class material. If this learner-initiated project is not completed by Class 9, the learner's grade WILL be affected. (If more than one class is missed, and "A" cannot be earned for this class.)

Required Text

There is not a required text for this class. Reading material will come from material available in the DePaul University Library, local public libraries, and on-line. These materials will be complemented with worksheets, study guides, and video material from the instructor. (See highly recommended materials.)

Tentative Schedule 2010
(*Communicating in a Global Business Environment*)

- Week 1:** 06 January Introductions, syllabus discussion, expectations,
Forming a group, discussion of bibliography and information sources
Competence discussion; BBCNews and study guide
An introduction to the religions of the world
- Week 2:** 13 January **Quiz:** The Religions of the World
BBC News and study guide; the world's major international organizations
Formatting a presentation for the US or another "western" country
- Week 3:** 20 January **Presentation I**
BBC News and study guide
The world's major International Organizations, con'd.
Introduction to India, almanac study guide, famous speeches from India
Figurative language in presentations
- Week 4:** 27 January **Quiz:** International Organizations
Figurative language in presentations
Whose News ? Discussion: Finding news sources around the world
Introduction to India
- Week 5:** 03 February Video: "Empire of the Spirit"
Quiz: Belief Systems of the World
Due: News articles from different countries
- Week 6:** 10 February **Presentation II**
Introduction to China, almanac study guide, a famous speech of Jiang Zemin:
An alternative to the European Age of Reason format
Video: "The Mandate of Heaven"
- Week 7:** 17 February BBC News and study guide
Collaborative work on alternative speech formatting
Speeches from PRC con'd.
Quiz: International Organizations
- Week 8:** 24 February BBC News and study guide;
Belief systems in China, video: "Believing"
- Week 9:** 03 March Requirements for Learning Summary: Competence Documentation
- Week 10:** 10 March **Presentation III**
Extra credit quiz: Who's Who ? (people and places from BBC News)
- Week 11:** 17 March Learning Summary **due**
Evaluations

Highly Recommended Materials

A loose leaf binder with dividers

A pocket dictionary

The WORLD ALMANAC and Book of Facts, 2010

Rand McNally Quick Reference WORLD ATLAS (or other similar atlas)

Ethics/Plagiarism, Learner Responsibility

It is the responsibility of each learner to read the course syllabus and to understand its contents. Questions about the context are welcome at any time throughout the course. It is also the responsibility of each learner to know the university's position on academic dishonesty including, but not limited to cheating on quizzes, and all of the various forms of plagiarizing.

Rebecca Schwan holds a B.A. from Dominican University and an M.M. from Northern Illinois University where she is currently pursuing an Ed.D. She is a musicologist, and has taught and/or is teaching World/Culture courses in the classroom and/or on-line at Saint Xavier University, Aurora University, Northern Illinois University, and the Chicago Musical College of Roosevelt University. She has also taught ALL THAT JAZZ, Great Classical Musics of Europe and India, Understanding the World's Great Cinema, College Writing, and Critical Thinking at DePaul University in conjunction with the International Bank of Asia, Hong Kong.

Because of her interest in culture and communication, and her English as a Second Language teaching experience, in the spring of 2000 Ms. Schwan developed and implemented the LanguageLab (an in-house language enhancement program) for a multi-national IT corporation. Here she is Organizer of the LanguageLab, and an individual language tutor and editor. At the university and in the corporate world, her interests are in developing curricula and serving as a learning facilitator in situations that promote reverence for life, pluralism, and life-long learning.

Quot homines, tot sententiae.
(As many men, so many minds.)