GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste __current__ course information from Class Search/Course Catalog.

College/School	College of Integrative Sciences and Arts	Department/School	**Interdisciplinary Humanities & Communication**

Prefix: **TWC**	Number: **435**	Title: Global Issues in Technical Communication	Units: 3

Course description:

Helps students understand issues that shape workplace communication in a global environment. Technical communicators are expected to be specialists who interact effectively with a broad range of audiences. Given the global nature of today's workplace, those audiences typically include people from many cultures and countries. Through readings, written assignments, and analysis of case studies, documents, and websites, explores ways in which culture and language shape professional interactions. Also examines other critical issues such as translation, localization, technology and distributed work teams that impact writing and designing documents in a globalized work environment.

Is this a cross-listed course?	No	If yes, please identify course(s):

Is this a shared course?	No	If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of __each__ department that offers the course is required for __each__ designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics?   No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_____ (Required)

Requested designation: Global Awareness–G   **Mandatory Review:** No

Note- a __separate__ proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017   For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Eva Brumberger	E-mail	Eva.Brumberger@asu.edu	Phone	480.727.5981

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):   Eva Brumberger   Date: 3/5/18

Chair/Director (Signature):   _Eva R. Brumberger_

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<table>
<tr><td colspan="4" style="background-color:darkred;color:white;text-align:center">ASU--[G] CRITERIA</td></tr>
<tr><td colspan="4" style="background-color:yellow;text-align:center">GLOBAL AWARENESS [G]</td></tr>
<tr><td>YES</td><td>NO</td><td></td><td>Identify Documentation Submitted</td></tr>
<tr><td>☒</td><td>☐</td><td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td><td>syllabus (course description, objectives, unit topics); readings</td></tr>
<tr><td></td><td></td><td>2. The course must match at least one of the following descriptions: (check all which may apply):</td><td></td></tr>
<tr><td>☐</td><td>☐</td><td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td><td></td></tr>
<tr><td>☐</td><td>☐</td><td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td><td></td></tr>
<tr><td>☒</td><td>☐</td><td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td><td>syllabus, case studies, final project, readings, and some discussion prompts</td></tr>
<tr><td>☐</td><td>☐</td><td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</td><td></td></tr>
</table>

Course Prefix	Number	Title	Designation
TWC	435	Global Issues in Technical Communication	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2c: comparative cultural study, in which most of the material is devoted to non-US areas	The course explores the role of culture and language in professional communication	-syllabus (description, objectives, topics) -class readings (reading list attached) -discussion post topics (attached) -case studies (descriptions attached) -final project (description attached) TWC 435 explores the role of culture and language in global professional communication. Through readings, discussions, and case study scenarios, students learn about theoretical frameworks of culture and the ways those frameworks can be both beneficial and problematic. The readings range from introductory textbook material on culture and communication to more in-depth scholarly research studies of international communication, while the discussions ask students to connect the material from each unit's reading to real-life situations. The case studies present scenarios involving international professional communication and require students to analyze the situation in terms of what they have learned about culture in general and the specific countries represented in the case. The final project for the course asks students to conduct research into a specific country, prepare an analysis, and revise the verbal and visual aspects of a technical document so that it is ready for translation for that country.

TWC435/535: Global Issues in Technical Communication

Instructor: Dr. Eva Brumberger
Office Hrs: by appt., SANCA 251L

Phone: 480.727.5981
E-mail: ebrumber@asu.edu

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: https://cisa.asu.edu/ . If you have questions or concerns, please send your inquiry to cisa@asu.edu.

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in the course.

Course Description

This course will help students understand issues that shape workplace communication in a global environment. Technical communicators are expected to be specialists who interact effectively with a broad range of audiences. Given the global nature of today's workplace, those audiences typically include people from many cultures and countries. Through readings, written assignments, and analysis of case studies, documents, and websites, this course will explore ways in which culture and language shape professional interactions. The course will also examine other critical issues—such as translation, localization, technology, and distributed work teams—that impact writing and designing documents in a globalized work environment.

Course Objectives

- Demonstrate a critical understanding of frameworks for describing culture, particularly as they relate to technical communication
- Recognize and articulate the beliefs, values, and norms of your own culture(s)
- Demonstrate awareness of and sensitivity toward cultural patterns in language usage (written, oral, nonverbal, and visual), values, beliefs, and customs
- Identify key similarities and differences between documents from different countries and/or cultures
- Analyze communication situations in order to make informed and effective decisions as a technical communicator in a global work environment
- Understand the strategies of writing for global audiences (writing for translation/localization and using controlled English)
- Understand the strategies of collaborating with translation/localization specialists and collaborating across cultures
- Understand how writing, translation, and communication technologies shape interactions in a globalized work environment
- Apply theoretical perspectives on international/intercultural communication to hands-on tasks, such as writing, designing, and editing professional documents

Required Texts

The readings for the course include articles, book chapters, and online resources. All readings on the course schedule will be posted on the course Blackboard site.

Technology

You will need the following technology in order to complete the work for this course:

- A reliable computer and stable internet access
- Acrobat Reader
- Microsoft Word or comparable word processing software

Please be sure to back up all of your work in case of a technology failure. If you have any technology-related difficulties, please contact the ASU Help Desk at 480.965.6500.

Course Policies

Communication

The best way to communicate with me is via email. I will make every effort to respond the same day to messages sent during the week; please expect a longer response time on weekends. ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Deadlines

Deadlines are extremely important in the professional world. Published due dates (all based on the Arizona time zone) are firm. Accordingly, in order for you to receive credit for your work in this course, the work must be submitted on time. Late work will be accepted only if you have made an arrangement with me before the deadline or in the event of an illness or emergency. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities. In the event of a Blackboard or system outage, deadlines will of course be extended.

Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect; cheating and plagiarism are not tolerated. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken, the student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on you transcript. For further information, please read the Student Academic Integrity policy at https://provost.asu.edu/academic-integrity. Academic integrity also includes taking responsibility for your own learning. It is your job to read and understand this syllabus, to obtain course materials in time to meet deadlines, to keep track of assignments and due dates, and to communicate with me when you have questions.

Student Conduct

Learning takes place best in an open, respectful, and safe environment. Please display respect for all members of the course—instructor and students alike—maintain a cordial atmosphere, and use tact in expressing differences of opinion.

- In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on our ability to create a safe environment where everyone feels comfortable to share and explore ideas, take risks, and ask critical questions. Disagreements in the spirit of critical academic exchange are welcome, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

- ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office. Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and course.

- Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at http://students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at http://asu.edu/aad/manuals/acd/acd125.html. All students are entitled to receive instruction free from interference by other members of the class. Per USI 201-10, an instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities; the ADA guarantees students with documented disabilities a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability and need accommodation, please contact Disability Resources for Students: https://eoss.asu.edu/drc and let me know at the beginning of the course.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the

basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at: https://sexualviolenceprevention.asu.edu/faqs. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; if I forget to do so, or if something else in the course materials or posts from fellow students seems offensive, please email me.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: http://studentsuccess.asu.edu
- Financial Aid: http://students.asu.edu/financialaid
- Disability Resource Center: http://www.asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: http://uc.asu.edu/majorexploration/assessment
- Career Services: http://students.asu.edu/career
- Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/
- ASU Writing Centers: https://tutoring.asu.edu/writing-centers
- ASU Police Department: https://cfo.asu.edu/police
- International Student Resources: https://students.asu.edu/international/support/academic
- Counseling Services: ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to an ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: https://eoss.asu.edu/counseling. After office hours and 24/7, ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Evaluative Criteria

Assignments must be submitted to the designated area of Blackboard by 11:59pm (AZ Mountain Standard Time) on the due date, unless the assignment instructions indicate otherwise.

Assignment	Description	Under-grad Students	Grad Students
Professionalism & Participation	Your participation in the course should be professional at all times. Active participation in all course activities and assignments is a course requirement. If you do not to participate actively throughout the course, please expect to receive a lower grade. Please read each unit's introduction early to allow enough time to work on the readings, discussions, and projects. Keep me informed when you are unable to keep up with project work. Check your ASU e-mail daily for updates.	5%	5%
Discussion Posts	Your discussion postings should indicate that you have done the reading and thought about the questions and material; postings should be well-thought-out, appropriately detailed, and well-written. Responding to the prompt is the absolute minimum level of participation (70%); building conversation and community by responding to others' postings will earn you a higher grade.	15%	10%
Cultural Identity Paper	This assignment is intended to encourage you to examine how your own cultural identity affects your communication behavior. Your paper will be evaluated based on your demonstrated understanding of the course concepts, your level of insight, and the quality of your writing.	15%	10%
Case Studies	These three (3) analyses are intended to help you develop an awareness and understanding of global issues pertaining to professional communication. You will respond to three case studies that present complex situations. Your paper will be evaluated based on your demonstrated understanding of the course concepts, your level of insight, and the quality of your writing.	30% (10% each)	30% (10% each)
Editing for Translation	This assignment is intended to give you practice with one of the most important aspects of professional communication in the global workplace: translation. I will provide a document that you will edit in order to make it more suitable for translation.	15%	10%
Final Project: Cultural Analysis	The final project for the course asks you to consider all of the various strands of global technical communication as you conduct an analysis of one particular document. The final deliverables will be a revised document and an analytical report that discusses your work process and explains the changes you made (or decided not to make).	20%	15%
Graduate Student Project	Based on your interests and the work you are completing for the class, you will identify a topic or question you would like to explore in more detail. Once we have agreed on a topic, you will prepare a detailed annotated bibliography of 8-10 sources that inform your topic/question, along with an introduction that frames the question and a conclusion that discusses the "answer" based on the sources you have reviewed.	---	20%
TOTAL =		**100%**	**100%**

Grading

The standards I use for evaluating your work are professional ones. An "A" (A-, A, A+) is reserved for excellent work; work with surface errors, regardless of the quality of the content, cannot earn an "A."

A	90-100%	**Superior work** that exceeds the objectives and requirements of the assignment. The content is sophisticated, ethical, thorough, and ideally suited for its intended audience and purpose. The style is concise, clear, and appropriate for the topic, purpose, and audience. The organization and design make the document accessible, usable, and visually appealing. The mechanics and grammar are correct. Bottom line: a manager would be very impressed and would remember the work when a promotion is discussed.
B	80-89%	**Good work** that meets the objectives and requirements of the assignment, but requires minor improvements or demonstrates easily correctable problems in style, organization, design, or mechanics. A manager would be well-satisfied with the job.
C	70-79%	**Adequate work**. There may be useful information missing, or the document may require significant improvement in style, organization, design, or mechanics. A manager would probably ask you to revise or rewrite sections before allowing clients and others to see the work.
D	60-69%	**Disappointing work**. The document meets some of the objectives and requirements of the assignment but not all. The content omits important information or is inadequately developed, or the document displays numerous or major errors in style, organization, design, or mechanics. A manager would be troubled by the poor quality of work.
E	0-59%	**Unacceptable work**. The document omits critical information, fails to meet the requirements of the assignment, or displays major or excessive errors in style, organization, design, or mechanics. This grade will also be assigned for any evidence of academic dishonesty. A manager would probably be looking for someone to replace you.

Tentative Course Schedule

Unit	Objectives	Assignments
1 Introduction: Culture and Communication	▪ Demonstrate awareness of and sensitivity toward cultural patterns, values, beliefs, and customs ▪ Understand why culture and identity are important for technical communication	▪ Reading: › Samovar et al.1 › Samovar et al.2 › Hunsinger (graduate) ▪ Discussion posts 1 & 2 ▪ Cultural Proficiency "quizzes"
2 Frameworks of Culture	▪ Recognize and articulate beliefs, values, and norms of your own culture(s) ▪ Demonstrate critical understanding of frameworks for describing culture	▪ Reading: › Thrush › Hoft: Hall, Hofstede, Trompenaars, "iceberg" model › Cardon (graduate) › Saint-Jacques (graduate) ▪ Discussion post 3 ▪ Cultural Identity Paper
3 Verbal Communication	▪ Demonstrate awareness of and sensitivity toward cultural patterns in verbal language usage ▪ Demonstrate critical understanding of frameworks for describing culture ▪ Analyze communication situations in order to make informed and effective decisions as a technical communicator in a global work environment	▪ Reading: › Boiarsky › St.Amant › Thatcher › Barnum (graduate) ▪ Case Study 1 ▪ Discussion post 4
4 Global Content/Local Content	▪ Demonstrate awareness of and sensitivity toward cultural patterns in verbal language usage ▪ Identify key similarities and differences between documents from different countries and/or cultures ▪ Apply theoretical perspectives on international/intercultural communication to hands-on tasks, such as writing, designing, and editing professional documents	▪ Reading: › Bailie & Abel 1 › Bailie & Abel 2 › Kohl › Multilingual (graduate) › Walmer (graduate) ▪ Editing for Translation Assignment ▪ Discussion posts 5 & 6

5 Nonverbal & Visual Communication	▪ Demonstrate awareness of and sensitivity toward cultural patterns within nonverbal and visual language usage ▪ Demonstrate critical understanding of frameworks for describing culture ▪ Analyze communication situations in order to make informed and effective decisions as a technical communicator in a global work environment	▪ Reading: ▪ Anderson ▪ Hoffman ▪ Brumberger ▪ Madden et al (graduate) ▪ Hager (graduate) ▪ Case Study 2 ▪ Discussion post 7
6 Collaboration across Cultures	▪ Demonstrate awareness of and sensitivity toward cultural patterns ▪ Analyze communication situations in order to make informed and effective decisions as a technical communicator in a global work environment ▪ Analyze the effectiveness of technologies that aim to promote global technical communication and collaboration ▪ Design strategies for cross-cultural collaboration	▪ Reading: › Anawati & Craig › Ting-Toomey › Hazen & Shi (graduate) ▪ Case Study 3 ▪ Discussion post 8

| 7 Pulling it all Together | ▪ Apply theoretical perspectives on international/intercultural communication to hands-on tasks, such as writing, designing, and editing professional documents

▪ Demonstrate a critical understanding of frameworks for describing culture, particularly as they relate to technical communication

▪ Demonstrate awareness of and sensitivity toward cultural patterns in language usage (written, oral, nonverbal, and visual), values, beliefs, and customs

▪ Identify key similarities and differences between documents from different countries and/or cultures | ▪ Discussion posts 9 & 10
▪ Final Project
▪ Graduate Student Project |

TWC 435 Sample Reading List

The reading list is modified periodically in order to incorporate new material; it is due for an update

Abel, S. and Bailie, R. (excerpts). *The Language of Content Strategy.* XML Press, 2014.

Anawati, D.and Craig, A. "Behavioral Adaptation Within Cross-Cultural Virtual Teams." *IEEE Transactions on Professional Communication 49*.1, 2006.

Anderson, P. "The Basis of Cultural Differences in Nonverbal Communication." In Intercultural Communication: A Reader, Eds. Samovar, Porter, & McDaniel, 2012.

Boiarsky, C. "The Relationship Between Cuultural and Rhetorical Conventions: Engaging in International Communication." *Technical Communication Quarterly* 4.5, 1995.

Brumberger, E. " Toward a Framework for Intercultural Visual Communication." *Connexions International Professional Communication Journal 2.1, 2014.*

Brumberger, E. and Lauer, C. "International Faces of Technical Communication: An Analysis of Job Postings in Three Markets." *Technical Communcation* 64.4, 2017.

Hoffman, P. "Localising and Internationalising Graphics and Visual Information." *IEEE Transactions on Professional Communication 50*.2, 2007.

Hoft, N. (excerpts). *Internation Technical Communication: How to Export Information about High Technology.* Wiley, 1995.

Kohl, J. (excerpts). *The Global English Style Guide: Writing Clear, Translatable Documentation for a Global Market.* SAS Publishing, 2008.

Samovar, L., Porter, R., and McDaniel, E. (excerpts). *Communication Between Cultures*. Wadsworth, 2016.

St. Amant, K. "When Culture and Rhetoric Contr4ast: Examining English as the International Language of Technical Communication." *IEEE Transactions on Professional Communication* 42.4, 1999.

Thatcher, B. Understanding Digital Literacy Across Cultures. In *Digital Literacy for Technical Communication, ed.* Spilka. Routledge, 2010.

Thrush, E. "Multicultural Issues in Technical Communication." In *Foundations for Teaching Technical Communication,* eds. Staples and Ornatowski. Ablex, 1997.

Ting-Toomey, S. "Intercultural Conflict Competence." In *Readings in Intercultural Communication, Eds. Martin, Nakayama, and Flores, 2002.*

Global-Focused Discussion Topics

Unit 1 Discussion

What does it mean to be "culturally proficient"? Do either of the "cultural proficiency quizzes" posted on Blackboard seem to be effective approaches for evaluating someone's readiness for global professional communication? Why/why not?

Unit 3 Discussion

Some people argue that there is a single version of English that is the language of technology and business. So, businesses shouldn't really need to translate documents for audiences in other countries. Instead, they can simply write and design them for a single "global" audience. What problems do you see with this perspective?

Unit 5 Discussion

Find (and post) an image that may mean different things in different countries and cultures (e.g., cherry blossoms in the US and China). What might the implications of this image be for global communication? How about for global technical communication? What images can be used instead in each country to convey similar meanings?

Unit 6 Discussion

Think of past projects (for coursework, for your job, or both) on which you have had to collaborate with others to produce a deliverable or to make decisions. Who were your collaborators? What aspects of intercultural conflict, collaboration, and negotiation did you encounter? Did these lead to any frustrations or difficulties, and, if so, how were they resolved? If you were tasked with screening employees for global collaboration and conflict management proficiency, how would you go about it?

Case Study 1

For this assignment, you will be analyzing and revising a short business email that a representative of a US-based company, Tom Black, has written for the company's possible future business partner from Mexico, Jaime Servantes. Tom and Jaime met at a trade fair several months ago and talked briefly during the reception.

> **Dear Jaime:**
>
> **Because of the on-again/off-again haggling with one of our subcontractors, we have been putting off writing to you. We were royally turned off by their shoddy merchandise, the excuses they made up, and the way they put down some of our customers. Since we have our good name to keep up, we have decided to take the bull by the horns and see if you would be interested in bidding on the contract for spare parts.**
>
> **By playing ball with us, your products are sure to score big. So please give it your best shot and fire off your price list ASAP. We will need it by 4/8 if you are to be in the running.**
>
> **Yours,**
>
> **Tom Black**

What do your knowledge of the frameworks of culture and our readings this week tell you about the effectiveness of this email? Based on the readings and discussion in this unit, analyze the problematic issues in the verbal language of this email and then revise it. Here are some questions for you to think about (this is not an exhaustive list, so feel free to ask additional questions):

- How could culture be manifested in authority relations in business correspondence?
- What do cultural differences mean for the tone, style, and word choice in business correspondence?
- Do readers from different cultures have the same information needs and find the same information appropriate and sufficient?
- Do readers from different cultures prefer the same presentation of information and find the same text structures convincing and logical?
- What do cultural differences mean for selecting a genre for conveying a particular message? In other words, what would be the most appropriate genre in this situation to achieve the purpose Tom has in mind (solicit a business proposal)?

You will have two deliverables: 1. a short analytical report (~3 pages) and 2. a revised email. In your analysis and revision, you can rely on a similar project described in this week's reading (Thatcher, pp.171-174). To avoid limiting your revision ideas, I did not specify which industry Tom and Jaime work in. So, be creative and rely on your experience.

Your case study report will be evaluated based on how well it demonstrates your understanding of the course concepts, the level of insight it reflects regarding the issues of cross-cultural verbal communication, and the quality of your writing.

Submit both deliverables together as a single Word document; use a short report (memo) format for the analysis.

Case Study 2

For this assignment, you will be comparing three versions of the same website targeted at audiences in different countries: http://www.tasterschoice.com/ , http://www.nescafe.ru/ , and http://nestle.jp/ (you are welcome to look at and pick other language versions of the Nescafe website, but they have to be sufficiently different). Spend some time thinking about the differences and similarities of the visual design of the three sites; spend some time thinking about the culture of the country for the second site (e.g., read about this culture in journal articles and the news, talk to a member of this culture).

Your task is to analyze the differences and similarities in design, organization, and style (not necessarily in this order), and how these differences/similarities may be related to cultural patterns. Refer to the concepts and theories from our class readings and discussions. The trick here is to focus on visual aspects, not words!

Think holistically—that is, do not look only at the details, but examine the "big picture" as well. How are visual and organizational elements (color, navigational tools, animation, fonts, space, etc.) used on the web pages? What remains the same? What is different? Why? What does that suggest about the company? What do the differences and similarities suggest about the cultural differences (or perceived cultural differences) of the intended audiences? *Be sure to refer to the concepts and theories from our class readings and discussions.*

Your case study report will be evaluated based on how well it demonstrates your understanding of the course concepts, the level of insight it reflects regarding the issues of cross-cultural visual communication, and the quality of your writing.

Submit your paper as a Word document in short report (memo) format.

Case Study 3

(adapted from Dr. Pam Wilson, Robert Morris College)

Background

David Smith and his supervisor, Valerie Jones, work for Alpha Products. A relatively small U.S. company, Alpha wishes to expand into the Latin American market and has identified a firm in Venezuela with which it hopes to establish a partnership. Initial discussions between the head of the U.S. firm and the head of the Venezuelan firm have proceeded very smoothly, and Valerie and David have been sent to Caracas, Venezuela, to finalize the few remaining details of the partnership agreement and get the contract signed.

Both Valerie and David are recent college graduates, considered to be smart and savvy by their firm, although neither has traveled abroad before except on brief vacations. Although Valerie speaks only English, David had two years of Spanish in college and is confident that they will have no communication difficulties. Because negotiations have gone so well to this point, they expect it will be a quick trip.

However, after Valerie and David arrive in Caracas, things do not go as expected. They had hoped to get the contract discussions taken care of the first morning so they could enjoy some time sightseeing. Instead, the morning meeting was very leisurely, and the hosts seemed more interested in talking about personal matters than in getting the partnership finalized. Although Valerie and David already knew that the host company was a family business, they discovered during the morning that all of the employees are brothers and (male) cousins; there are no women and no non-family members.

David became self-conscious when he saw that his Venezuelan hosts were very formally dressed in dark suits and ties; he and Valerie had dressed more casually because of the extreme heat. Meanwhile, Valerie felt uncomfortable because the hosts seemed to be ignoring her in the partnership discussions and speaking only to David—even though she was his boss. They were charming to her, and overtly flirtatious, but they weren't taking her seriously as a colleague. David could sense Valerie's discomfort from her body language. She kept moving away from the host's unsolicited touching and gestures. Both Valerie and David were physically uncomfortable with how close the hosts were sitting to them, and especially the closeness of their faces when they talked.

The morning meeting continued through a long, leisurely lunch. David wondered, "When are we ever going to get our contract signed?" When he and Valerie began to try to drop some not-too-subtle hints to the senior Venezuelan about the contract, they were told that everything was a group decision, that the family must carefully consider all aspects before signing the contract. They learned that the Venezuelans expected the Americans to simply leave the documents to be read and signed later. However, before they left the U.S., their boss had told them to come back with the signed documents in hand. When David acted anxious, his host told him to just relax and enjoy the moment—the future would work itself out.

By early afternoon, David was tired, restless, and a little angry. He could tell Valerie was having a lot of trouble dealing with the situation as well. Finally, the lunch came to an end (with the contract still unresolved), and their hosts presented David and Valerie with several small gifts. Valerie felt awkward, because they had not thought to bring gifts to give in return.

Upon leaving the restaurant, instead of returning to the office to continue discussions about the partnership, their Venezuelan hosts left for the rest of the afternoon. Before everyone went their separate ways, the conversation turned to dinner, and the hosts invited the Americans to meet at 9 p.m. After a few hours of sightseeing, David and Valerie went to the meeting point, expecting another restaurant, but found instead a stand-up bar. The hosts did not arrive until 9:45. By this point, David was starving, but when he suggested they find a restaurant, the group fell silent. They finally had a light dinner at 11:30 p.m. David was not happy. He and Valerie were tired and frustrated.

After David and Valerie returned to the U.S. (leaving the still unsigned contract with the Venezuelans), the American company did not hear from the Venezuelan company for several weeks. When the head of Alpha contacted the head of the Venezuelan company, the latter indicated that they had decided not to form a partnership with Alpha Products after all.

Your Task

You represent an intercultural consulting firm brought in to assess this situation and make recommendations to Alpha Products about how they can be more effective in future international situations. Analyze and explain the tension and conflict in this situation from an intercultural perspective, considering the various categories of cultural differences that we have discussed. Then, develop a list of recommendations for this company, considering the following questions (you do not necessarily need to answer each question; the questions are intended to serve as starting points for formulating your analysis and recommendations):

- What went wrong? Where do the problems lie? Who should take responsibility?
- What cultural differences between American and Venezuelan culture are reflected in this scenario?
- How could the situation have been handled differently? What preparations might the American team have made ahead of time? What should they have expected and been prepared for?
- How could this company best prepare itself for a future partnership with a Latin American company?

Your case study report will be evaluated based on how well it demonstrates your understanding of the course concepts, the level of insight it reflects regarding the issues of cross-cultural collaboration, and the quality of your writing.

Please submit the case study as a Word document; it should be a short (3-4 page) recommendation report directed at the leadership of Alpha Products.

Final Project

The final project for the course asks you to consider all of the various aspects of global technical communication we have discussed as you conduct an analysis of one particular document and culture. You will start by choosing a technical document, either something you created for another class or an existing professional document that is technical in nature. You have two goals for this project:

1. Analyze the effectiveness of your document for a specific locale (locale=country + culture + language); this will involve some research into the country, its cultural patterns, its business communication practices, etc.

2. Identify the editing for translation issues in a text you created for a different class or a technical document of your choosing and revise the document

Here are the steps:

1. **Choose a document**. Select a document that is technical in nature and roughly 250-500 words (an excerpt that length is fine). It must include text and visual elements (images, diagrams, etc.).

2. **Email me** your document and a brief explanation of why you picked it. I will get back to you within a few days to discuss your document.

3. *Analyze your document to see if it would be effective for a specific locale. Is the document created and structured with culture-defined information expectations in mind? Are the visuals appropriate and sufficient for this culture? Your goal here is to think of everything we've read, discussed, or written about in this class. To do so, you will select a culture you are familiar with or interested in and research this culture. Read about this culture in scholarly publications (e.g., journal articles) and the news; look at visual documents produced by members of that culture (e.g., videos, advertising, websites); if you speak the language, examine documents similar to yours that you can find on the Internet; may be even interview members of that culture. Articles we have read for this class may be used as sources, but you should have at least 2 additional sources of information beyond these articles for your analysis.*

4. **Examine the editing for translation issues and revise your document so that it is ready for translation and localization**. Use TrackChanges for your revisions (see http://office.microsoft.com/en-us/word-help/track-changes-while-you-edit-HA001218690.aspx).

5. **Explain your analysis and revisions**. In an analytical report (4-5 single-spaced pages), discuss your work on the final project. First, report on the results of your research of the culture that you picked and focus specifically on what your findings mean for the effectiveness of your document. Then, explain what editing for translation issues you discovered and what changes to your document you made (or decided not to make); clarify the reasons for your decisions.

Deliverables: (2) analytical report; (1) revised document with changes tracked

Evaluation criteria: familiarity with the course concepts, quality and thoroughness of the research content, the effectiveness of the writing (including style, organization, and correctness), and the effectiveness of the design (you don't have to be expert designers, but the layout should make it easy to see the organization, to figure out what is more and less important, and to find information quickly). All source information should be cited appropriately and consistently; you may choose the citation system.