



DEPAUL

School of Continuing and Professional Studies

DePaul University | School of Continuing and Professional Studies Undergraduate Program

COURSE #: CCH 300 and HC 300

COURSE TITLE: Globalization and Professional Practice

TERM, YEAR: Summer 2021

INSTRUCTOR INFORMATION

Instructor: Patricia A. Szczerba

Office Location: Daley Building, 14 E. Jackson, 14th Floor, Chicago, IL 60604

My office hours are: none due to COVID-19

You can reach me at pszczerb@depaul.edu

Course Dates: June 14 to August 22, 2021

Course Location and Delivery Format: Online

COURSE DESCRIPTION

For decades, scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today's global work environment. The class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate.

This course is for students completing the School for New Learning competency program and for students in the School of Continuing and Professional Studies credit program. The course is organized around ten modules which address important aspects of global competence. Most of the modules relate to an aspect of the central organizing principle of the course, the ICF (intercultural fluency competence) model. The premise of this course is that global competence is rooted in cultural understanding. Weekly activities and assignments lead up to the final projects at the end of the course. The first project is the development of a global competence needs assessment, first from the organizational perspective and then from the personal

perspective, within the context of a selected professional field. The second project is the production of a customized strategic plan for the development of global leadership in the context of either a workplace or an established community organization. The third project is the creation of a globally sensitive business model. Due to the multifaceted and interactive structure of the learning activities in this course, students should be prepared to share knowledge, network and otherwise assist each other in the exploration of the changing demands of the global workplace.

LEARNING OUTCOMES AND IF RELEVANT COMPETENCIES:

After completing this course, you will be able to:

- Define globalization based on a growing knowledge of how cultural difference shapes and impacts transnational interaction
- Explain the concept of culture (including mainstream, bounded, and sub), the practical differences in how various cultures function and interact with one another around the globe, and the learned nature of culture
- Relate one or two concepts of cultural history and processes as they relate to at least two different cultures
- Analyze how the current state of transnational/global cooperation (or lack thereof) among certain nations is a reflection of particular historical/economic/political/sociological/cultural issues
- Compare the globalization drivers, strategies and initiatives of at least two international corporations
- Analyze global trends and develop strategies for providing global leadership in the workplace
- Construct a culture-sensitive business model that incorporates strategies to anticipate, adapt, and/or respond to trends in global commerce
- Develop global competence-related skills
- Build and implement a targeted improvement plan for cultural competence

For credit students: This CCH 300 course (Core Curriculum Human Community) fulfills the one course requirement for GLOBAL PERSPECTIVES, courses with the PSGP requirement designation. This course fulfills one course credit for students from other DePaul University colleges.

For SNL students in the BAIFA

In this course, you will develop one or two of the following competencies:

Competence

Competence Statement and Criteria

H5 Can analyze issues and problems from a global perspective

1. Analyzes one or more global issues, problems, or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

H1A Can understand and apply the principles of effective intercultural communication

1. Understands and can explain at least two ways in which culture and communication are closely connected.
2. Understands and can identify at least two reasons for intercultural miscommunication.
3. Develops effective intercultural communication strategies.

FX Understands the impact of global forces on one's professional field and can design and implement strategies to respond to and anticipate these global impacts

1. Explains how global issues affect your workplace and the global marketplace.
2. Understands the connection between global thinking and strategic thinking and uses that understanding when making decisions.
3. One's professional development and decision making the creation of to create a global professional development plan analyze current issues and anticipate future ones.
4. Designs and implements professional development and action plans to anticipate and address select global issues impacting your workplace or industry.

LEARNING STRATEGIES & RESOURCES

Required Readings and Videos:

No textbooks are required in this course. All resources are embedded in the course or are available through E-reserves. Learning materials include pdf articles, websites, and videos. Optional readings and videos that support the course are offered.

Optional resources that support the course:

Websites (optional)

- **GlobalEDGE**
<https://globaledge.msu.edu/>

This is a huge website that includes Country Profiles, Trade Blocks, Economic Classification, etc. For this course, see the Country Profiles section > Culture.

- **Global Business Etiquette – Key to Distinctiveness**

<https://www.slideshare.net/IILGlobal/global-business-etiquette-40320088>

These 34 slides give essential tips of business etiquette.

- **Hofstede’s Cultural Dimensions – Six Dimensions of Culture**

<https://www.marketing91.com/hofstedes-cultural-dimensions/>

This website gives a more detailed description of Hofstede’s six dimensions of culture and their opinion as to their strengths and limitations.

- **Hofstede’s Cultural Dimensions Theory**

<https://corporatefinanceinstitute.com/resources/knowledge/other/hofstedes-cultural-dimensions-theory/>

This website gives a short definition of each of Hofstede’s six dimensions of culture.

- **Hofstede Insights**

<https://www.hofstede-insights.com/product/compare-countries/>

This interactive website allows you to select one, two, or more countries and compare them according to Hofstede’s Six Dimensions of Culture: Power Distance, Individualism, Masculinity, Uncertainty Avoidance, Long Term Orientation, Indulgence.

- **How to Understand and Admire Cultural Differences**

<https://www.wikihow.com/Understand-and-Admire-Cultural-Differences>

This site gives specific actions to take to understand cultures, such as 1. Seek out experiences, foods, and people who seem foreign to you and 2. Expand your media diet to include other cultures.

- **MarcaRia**

<https://www.marcaria.com/ws/en/articles/international-business-etiquette-customs-and-culture>

This website gives valuable descriptions of different business etiquette and customs in different cultures.

- **Understanding a different Culture**

<https://au.reachout.com/articles/understanding-a-different-culture>

This question-and-answer website asks basic questions when interacting with people from a different culture and gives important tips for success.

- **3.2 Understanding Culture**

<https://humangeography.pressbooks.com/chapter/understanding-culture/>

This website describes Cultural Universals that are patterns or traits that are globally common to all societies, such as Cultural Differences, Elements of Cultural Values and Beliefs, Norms, and more.

Videos (optional)

- **Cultural differences in Business | Valerie Hoeks | TEDxHaarlem**, 12:17min
<https://www.youtube.com/watch?v=VMwjscSCcf0&t=24s>
This TED Talk focuses on cultural differences between the U.S. and China.
- **DMGeorgina. What is Culture?**, 6:32min
<https://www.youtube.com/watch?v=q2Bj8OCmxb4&t=131s>
The pictures and text in this animation offer easy to understand aspects of culture.
- **Geert Hofstede on Culture**, 32:22min
<https://www.youtube.com/watch?v=wdh40kgyYOY&t=1405s>
Geert Hofstede discusses his model of six cultural dimensions.
- **Geert Hofstede - Recent Discoveries about Cultural Differences**, 29:35min
<https://www.youtube.com/watch?v=LBv1wLuY3Ko>
Geert Hofstede discusses the new insights he has learned about cultures.
- **Hofstede's Model on Cultural Dimensions**, 5:35min
<https://www.youtube.com/watch?v=ITY6LH9WdZ4>
Mark Wolters discusses five of the main culture dimensions: Power Distance, Masculinity vs Femininity, Individualistic vs collectivist, Uncertainty Avoidance and Time Orientation.
- **Hofstede's Cultural Dimensions**, 19:05min
<https://www.youtube.com/watch?v=3Aadf3XvSXo&t=273s>
The instructor gives a lecture with PowerPoint slides describing Hofstede's six cultural dimensions.
- **How Culture Drives Behaviours | Julien S. Bourrelle | TEDxTrondheim**, 12:07min
<https://www.youtube.com/watch?v=l-Yy6poJ2zs&t=537s>
Julien Bourrelle argues that we see the world through cultural glasses. By changing the glasses, we can change the way we interpret the World.
- **The GLOBE Study and Cross-cultural Management**, 30:53min
<https://www.youtube.com/watch?v=Ch8Uhd9t-l>
Jim Smither discusses the GLOBE (Global Leadership and Organizational Behavior Effectiveness) study on cultural values.

LEARNING DELIVERABLES (GRADED EVIDENCE OF LEARNING)

Students have weekly written discussion board posts, eight written assignments to be posted in the Submission folders, and four written reflections to also be posted in the Submission folders that fulfill the learning outcomes for credits and all competencies. Students have one group (three people in a group) role play with given text, with its report to be posted in a discussion. The final project that can be a PowerPoint or 5-minute video uploaded to YouTube private setting fulfills the last Learning Outcome – Build and implement a targeted improvement plan

for cultural competence for credits and competencies.
There is one “extra credit” option for those who need extra points.

Assignments deadline: Sunday August 22 at 11:59pm is the deadline for accepting all assignments. No assignments will be accepted after this deadline.

This course is scaffolded, largely according to the ICF – Intercultural Fluency Competence model. The first project is a development of a global competence needs assessment, first from the organizational perspective, then from the personal perspective (reflection) within the context of a selected professional field. This leads to the second project which is the production of a customized strategic plan for the development of global leadership in the context of either a workplace or a community organization based on the previous needs’ assessments and new learning. A final project presenting action steps to take in your career area is based on the course learning. The four reflection papers also provide guidance in analyzing the ways course readings and videos can be incorporated into your career globalization development.

ASSESSMENT OF STUDENT LEARNING

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary. Discussion board posts are assessed according to the grade rubric that details the points for different parts of each discussion and written assignments and reflections (both posted in the Submission folders) are assessed according to its grade rubric that lists the points for each part of the assignment.

Points are not deducted for late work.

GRADING CRITERIA & SCALE

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

GRADING SCALE

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

Incomplete (IN) Grade

This process follows [university policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

This course consists of 10 modules. Note that summer school is 10 weeks, not 11 weeks as during the year. The estimated time to complete each module is 1 week. In general, assignments are due on Saturdays, Mondays and Thursdays.

Discussions are due on Saturdays.

Discussions or Submission folder posts are due on Mondays.

Written assignments and reflections are due on Thursdays.

Course Modules, Readings, Videos and Assignments with due dates

Each assignment is due on the date listed at 11:59pm

Week, Module # and Title	Readings and Videos	Assignments
Week 1 Module 1: Globalization, Culture, and You	<p>Reading: McDaniel, Edwin, et al. Chapter 1: "Approaches to intercultural communication." pp. 1-46. In <i>Intercultural communication: A reader</i>. Eds. Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, and Carolyn Sexton Roy. Boston: Cengage Learning, 2006. Print. E-reserves</p> <p>Reading: Ben Yoseph, Miriam. <i>Liberal arts and business: An international perspective</i>. Module link</p> <p>Business Behaviors in Different Cultural Settings — Overview Etiquette Guide for Business Meetings in Japan, Mexico, and USA</p>	<p>1.1 Introductions Discussion due Sat June 19</p> <p>1.2 Discussion due Mon June 21</p> <p>1.3 Intercultural Communications Submission folder due Thur June 24</p>

<p>Week 2 Module 2:</p> <p>Who Are You Culturally?</p>	<p>Reading: Sparrow, Lisa. Chapter 16. "Examining cultural identity." pp. 155-166. In <i>Beyond experience</i>. Revised Edition. Theodore Gochenour Nicholas Brealey Publishing. 1993. E-reserves</p> <p>Video: Rosling, Hans, and Rosling, Ola. <i>How not to be ignorant about the world</i>. TED Talk, 19:09min. https://www.youtube.com/watch?v=5m5xF-UYgdg</p> <p>Reading: Bennett, Janet M. Chapter 4. "Cultural marginality: Identity Issues in intercultural training." pp. 109-135. In <i>Education for the Intercultural Experience</i>. R. Michael Paige, Ed. Yarmouth: Intercultural Press, 1993. Print. E-reserves</p>	<p>2.1 Intercultural Profile Discussion due Sat June 26</p> <p>2.2 Cultural Bias Discussion due Mon June 28</p> <p>2.3 Cultural Marginality Submission folder due Thur July 1</p> <p>2.4 Reflection Submission folder due Fri July 2</p>
<p>Week 3 Module 3:</p> <p>Dealing with Difference</p>	<p>Reading: Walzer, Michael. Chapter 4. "Practical issues." pp. 52-82. In <i>On toleration</i>. New Haven: Yale University Press, 1997. E-reserves</p> <p>Reading: Bennett, Milton J. "Towards Ethnorelativism: A developmental model of intercultural sensitivity." pp. 27-65. In <i>Education for the intercultural experience</i>. R. M. Paige, Ed. 2nd ed. Yarmouth: Intercultural Press, 1993. Print. E-reserves</p> <p>Reading: Kohls, Robert L. Chapter 6. "Culture defined." pp. 25-38. <i>Survival kit for overseas living for Americans planning to live and work abroad</i>, 4th ed. Yarmouth: Intercultural Press. 1996. Print. E-reserves</p>	<p>3.1 Travel and Cultural Competence Discussion due Sat July 3</p> <p>3.2 Ethno- centrism Discussion due Mon July 5</p> <p>3.3 Intercultural Sensitivity Submission folder due Thur July 8</p>
<p>Week 4 Module 4:</p> <p>Cultural and Global Literacy Definitions, Models, and Theories</p>	<p>Reading: Hofstede, Geert. "Dimensionalizing cultures: The Hofstede Model in Context." pp. 19-33. In <i>Intercultural communication: A reader</i>. Samovar, et al. Eds. E-reserves</p> <p>Note: Hofstede added a 6th dimension—Indulgence—after the above article.</p> <p>Optional video: Mister Simplify. <i>Hofstede's 6D Model of National Culture - Simplest Explanation Ever</i>, 13:20min https://www.youtube.com/watch?v=TF47NnxACdg This short video gives a simple overview of Hofstede's 6 national cultural dimensions.</p> <p>Reading: <i>Culture in Global Context</i>. pp. 1-8. Module link https://d2l.depaul.edu/content/enforced/794197-HC_300_801_1065/Module%204/Culture%20in%20a%20Global%20Context%20PDF.pdf?_&d2lSessionVal=FGk1WRknV9UcaPWpjp0bNfAz9&ou=794197</p>	<p>4.1 Intercultural Competence Discussion due July 10</p> <p>4.2 ICC Reflection Submission folder due Mon July 12</p> <p>4.3 Discussion Summary of ICC due Thur July 15</p>

<p>Week 5 Module 5:</p> <p>Conflict and Connectedness in the Global Village</p>	<p>Reading: The Playboy interview: Marshall McLuhan: A candid conversation with the high priest of popcult and metaphysician of media. Website opens pdf. http://www.understandingnewmedia.com/mm1/class_materials/mcluhan-playboy.pdf</p> <p>Video: Ghemawat, Pankaj. <i>Actually, the world isn't flat</i>. TED Talk, 17:03min https://www.youtube.com/watch?v=KPNn880KWfU</p> <p>Video: Goldin, Ian. <i>Navigating our global future</i>. TED Talk, 7:06min https://www.youtube.com/watch?v=kec8L642Y0I&t=186s</p>	<p>5.1 Globaloni Discussion due Sat July 17</p> <p>5.2 A Fragile Globe? Discussion Due Mon July 19</p> <p>5.3 The Global Village Submission folder due Thur July 22</p>
<p>Week 6 Module 6:</p> <p>Going Global</p>	<p>Reading: Illich, Ivan. "To hell with good intentions." pp. 314-320. In J.C. Kendall, et. al. (Eds.). (1990). <i>Combining service and learning: A resource book for community and public service</i> (Vol. 1). Raleigh, NC: National Society for Internships and Experiential Education. E-reserves</p> <p>Reading: McGury, Susan and Shallenberger, David. "Nurturing competencies of interculturally effective leaders and global citizens." Module link https://d2l.depaul.edu/d2l/le/content/794197/viewContent/7228943/View</p> <p>Reading: Johansson, Catrin and Stohl, Cynthia. "Cultural competence, cultural values, and emerging communication paradoxes." Module link</p>	<p>6.1 Engagement and Agency Discussion due Sat July 24</p> <p>6.2 Your Global Citizenship Reflection Submission folder Due Thur July 29</p>
<p>Week 7 Module 7:</p> <p>A Case of Intercultural Ethical Perspective</p>	<p>Reading: Ting-Toomey, Stella. Chapter 8. "Constructive intercultural conflict management." pp. 194-230. In <i>Communicating across cultures</i>. New York: Guilford Press. 2012. E-reserves</p> <p>Reading: McCoy, Bowen H. "The parable of the Sadhu." pp. 103-108. <i>Harvard Business Review</i> 75.3 (1997). E-reserves</p> <p>Video: Trompenaars, Fons. <i>Riding the waves of culture: Rules or friendship?</i> TED Talk, 18:52min https://www.youtube.com/watch?v=hmyfjKjcbm0</p>	<p>7.1 Discussion 1st due Sun Aug 1 2nd due Tue Aug 3</p> <p>7.2 Being an Ethical Person Submission folder due Thur Aug 5</p>
<p>Week 8 Module 8:</p> <p>Bringing the Global Back Home</p>	<p>Readings > None</p>	<p>8.1 Cultural Competence in the Global Community Discussion due Sat Aug 7</p> <p>8.2 Diversity in your Workplace Paper Submission folder</p>

		<p>due Mon Aug 9</p> <p>8.3 Workplace Diversity Discussion due Thur Aug 12</p>
<p>Week 9 Module 9:</p> <p>Global Competence Within Organizations</p>	<p>Reading: The Lewin Group, Inc. <i>Indicators of cultural competence in health care delivery organizations: An Organizational Cultural Competence Assessment Profile</i> (PDF), pp. 1-19. Module link</p> <p>Readings: The following websites are in CommunityToolBox. Module links</p> <p>Chapter 3. Section 14: "SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats." https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main</p> <p>Chapter 27. Section 7: "Building culturally competent organizations." https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main</p> <p>Chapter 8, Section 1: "An overview of strategic planning or VMOSA (Vision, Mission, Objectives, Strategies, and Action Plans)." https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main</p>	<p>9.1 Your Industry's Global Competence Discussion due Sat Aug 14</p> <p>9.2 is extra bonus points due Sun Aug 15</p>
<p>Week 10 Module 10:</p> <p>Where Are You Going and Where Have You Been?</p>	<p>Readings > None</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Final Project can be a PowerPoint or video</p> <p>Prepare a video or create a PowerPoint on your Global Competence Self-Improvement Analysis (SIA) and Plan.</p> </div>	<p>Final Project Submission folder due Sat Aug 21</p> <p>10.1 Concluding Discussion due Sun Aug 22 Last day of the summer quarter</p>

NOTE: Summer school has 10 weeks – not the usual 11 weeks. This means that there is no extra completion week 11.

VIDEO CONFERENCING SCHEDULE

Optional Zoom sessions are scheduled for Mondays, 8-9pm, June 14, 28, July 12, 26, August 9

These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

COURSE POLICIES

Access your DePaul University email

Access your DePaul University BlueM@il (username@depaul.edu) on a daily basis.

All communications sent to you from D2L goes to your BlueM@il (username@depaul.edu) account. In fact, all communications from DePaul University are sent to students' BlueM@il mailbox – username@depaul.edu. DePaul University no longer sends messages to students' external email accounts like Gmail or Yahoo.

In the Spring Quarter 2020, all DePaul University students were assigned a BlueM@il email address (**username @depaul.edu**). Starting in the fall term of 2020, all DePaul communications (including emails sent from D2L) were sent to student BlueM@il addresses. All new students are given a BlueM@il address.

Time Management and Attendance

School of Continuing and Professional Studies online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Course Netiquette

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.
- Use correct grammar and syntax

POLICIES

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR: PATRICIA A. SZCZERBA BIO

Pat lived in New York City where she represented a non-profit technology organization at the United Nations where she worked on human rights, environment, global education, and other global issues. While in New York City she was a writer and editor of the Global Issues Section of the New York Times Almanac for 20 years.

She created a video conference classroom course held each spring for 16 years where SNL students studied and discussed global business issues with United Nations experts. In the last five years of this course, she included professors and students in international business from University Panamericana in Mexico City and Guadalajara, via video conferencing. For 14 years she took students to the United Nations three-day conference for civil society organizations in New York City, and once to Paris, France and once to Bonn, Germany.

Pat taught a SNL MA course at Bangkok, Thailand; taught a summer institute course on global business leadership at University Panamericana, Guadalajara to international business students from several countries; and, taught human resource professionals a summer course on human rights in global corporations at University Panamericana in Mexico City.

Pat has designed several online courses on human rights in business, global business leadership, and today's disruptive technologies.

Credits

This course was designed and produced by SUSAN McGURY and staff at SCPS Online of the School of Continuing and Professional Studies of DePaul University.

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ADDITIONAL CONSIDERATIONS

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Please also note that this is a course offered by DePaul University's School of Continuing and Professional Studies (SCPS), a college for undergraduate and graduate degree-seeking students 24 years and older. SCPS welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SCPS's mission in supporting a diverse and inclusive environment. More information about SCPS can be found [here](#).

View this brief demo [Taking SCPS Online courses in D2L](#) to learn how to navigate through your course.

If you're new to SCPS Online see additional resources on the course home page under Student Resources/Getting Started.