

Full Syllabus

ENGR 802: Engineering Across Cultures and Nations

(3 credits)

Note: If you wish to print your syllabus, please do so from your Internet browser window by choosing 'Print' from the browser menu or settings.

Instructor: Dena Lang

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Overview

This course focuses on the primary knowledge areas and essential competencies required for successful engineers to live and work in today's global marketplace. The course will examine individual and cultural differences and how they impact communication and team dynamics. These topics are central to international and multicultural engineering teams. Students that complete the course will be able to understand sources of conflict that can arise in multicultural teams and effectively use the tools and resources learned in class to manage individual and team motivation and minimize or effectively deal with conflict, while harvesting the benefits of diversity as they work on a real world virtual team project, producing effective solutions to challenging engineering problems.

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Course Objectives

Upon completion of this course, students will be able to:

1. Demonstrate a proficiency in team-building, leadership, and service in the context of cross-cultural engineering teams.
2. Construct creative solutions to engineering issues incorporating cultural differences among team members and external stakeholders.
3. Critically analyze personal and team-member competencies and biases.
4. Formulate and apply strategies to improve engineering team dynamics.
5. Provide effective feedback, recognition, motivation, and corrective guidance for international/intercultural team members.
6. Evaluate strategies for the diffusion of ideas within international and cross-cultural markets.
7. Examine moral, ethical, and legal dilemmas in cross-cultural engineering environments.

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Required Course Materials

You may purchase course materials from Barnes & Noble College (the bookstore used by Penn State's World Campus). For pricing and ordering information, please see the [Barnes & Noble College website](#). Materials will be available at Barnes & Noble College approximately three weeks before the course begins. Alternatively, you may obtain these texts from other favorite bookstores. Be sure you purchase the edition/publication date listed.

- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010) *Cultures and Organizations, Software of the Mind*, 3rd Edition. McGraw Hill. ISBN-13: 9780071664189
- ['Introduction to Conflict and Teams'](#) booklet by Thomas and Thomas (2007). You can purchase the booklet directly from the link provided.
- [The Field Guide to Human-Centered Design](#), By IDEO.org, 1st Edition © 2015. Register with name, email, and create a password to download PDF free of charge from the IDEO website.

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Library Resources

Many of Penn State's library resources can be utilized from a distance. Through the University Libraries website, you can

- access magazine, journal, and newspaper articles online using library databases;
- borrow materials and have them delivered to your doorstep...or even your desktop;
- get research help via e-mail, chat, or phone using the [Ask a Librarian service](#); and much more.

You must have an active Penn State Access Account to take full advantage of the University Libraries' resources and services. Once you have a Penn State account, you will automatically be registered with the library within 24–48 hours. If you would like to check that your registration has been completed, visit the [Libraries home page](#), click on the **My Library Account** at the top of the home page.

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Technical Requirements

Technical Requirements	
Operating System	Penn State's LMS, Canvas, supports most recent versions of Microsoft Windows and Apple Mac operating systems. To determine if your operating system is supported, please review the Canvas Computer Specifications .
Hardware	For a list of required computer hardware specifications and internet speed, please review the Canvas Computer Specifications .

Browser	<p>Canvas supports the last two versions of every major browser release. We highly recommend updating to the newest version of whatever browser you are using.</p> <p>To determine if your browser is supported, please review the list of Canvas Supported Browsers.</p> <p>Please note that due to Instructure's reduction of support for Internet Explorer, students and instructors should choose another browser to use such as Firefox, Chrome, Edge, or Safari.</p>
	<p>Note: Cookies must be enabled, and pop-up blockers should be configured to permit new windows from Penn State websites.</p>
Additional Software	<p>All Penn State students have access to Microsoft Office 365, including Microsoft Office applications such as Word, Excel, and PowerPoint. Students will need Adobe Acrobat, available through Adobe Creative Cloud.</p> <p>Virtual conferencing software, such as Skype, Zoom, Google Hangouts, Adobe Connect, or the Conferencing feature of Canvas (to be determined by consensus of the members of your project team) may also be needed.</p>
Sound Card, Microphone, and Speakers	Required
Web Camera	Required
Monitor	Capable of at least 1024 x 768 resolution
Mobile Device	<p>The Canvas mobile app is available for versions of iOS and Android. To determine if your device is capable of using the Canvas Mobile App, please review the Canvas Mobile App Requirements.</p>

As a Penn State student, you have access to [LinkedIn Learning](#), your one-stop shop for video tutorials on Illustrator, Dreamweaver, Photoshop, Access, Excel, PowerPoint, and countless other topics—all free to active Penn State faculty, staff, and currently enrolled students. Take tutorials to help with coursework, learn techniques for your own projects, and boost your résumé with tech skills. If you need technical assistance at any point during the course, please contact the [Service Desk](#). For registration, advising, disability services, help with materials, exams, general problem solving, visit [World Campus Student Services](#)!

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Course Requirements and Grading

Grading Scale

A = 93-100	B = 83-86.9	C = 70-76.9
A- = 90-92.9	B- = 80-82.9	D = 60-69.9
B+ = 87-89.9	C+ = 77-79.9	F = Below 59.9

Please refer to the [University Grading Policy for Graduate Courses](#) for additional information about University grading policies.

If, for reasons beyond the student's control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. The symbol DF appears on the student's transcript until the course has been completed. Non-emergency permission for filing a deferred grade must be requested by the student before the beginning of the final examination period. In an emergency situation, an instructor can approve a deferred grade after the final exam period has started. Under emergency conditions during which the instructor is unavailable, authorization is required from one of the following: the dean of the college in which the candidate is enrolled; the executive director of the Division of Undergraduate Studies if the student is enrolled in that division or is a provisional student; or the campus chancellor of the student's associated Penn State campus.

For additional information please refer to the [Deferring a Grade](#) page.

Assignments

IMPORTANT: Note that in some lessons you may come upon assignments located within the lesson commentary, such as the journal entries. Be sure to complete the assignments as you come upon them, rather than waiting until the end of each lesson or until the week before larger or more complicated lessons are due.

It's important to begin your lessons EARLY in the week (Monday) in order to support dialog in the discussion forums. Be sure to check back often throughout the week to add comments and read your classmates' posts throughout the week.

- All assignments **MUST** be submitted no later than their respective Due Date/Time in the Course Schedule. No exceptions. Computer problems are not an acceptable excuse. This course requires work and discipline. It is important to allow sufficient time to complete all assignments on time; do not wait until the last minute to complete the assignments.
- You should ask for help when you need it. If you have questions, concerns or need clarifications about the course syllabus, material, assignments, etc., it is important that you communicate them to your instructor immediately.
- Students are expected to utilize spellchecking and grammar checks in Word prior to submitting assignments. Additionally, students may wish to use other writing assistance programs, such as [Grammarly](#) (free plugin for Chrome) or [Microsoft Editor](#) (free plugin for Edge or Chrome for O365 users) to avoid points deductions for basic spelling and grammar errors.

Turnitin Assignments

This course includes at least one assignment that uses [Turnitin](#). Additionally, the instructor reserves the right to have work submitted, either by students or by the instructor, through Turnitin for review prior to grading.

It is important that you review your submission, Turnitin report, and similarity scores when submitting your Turnitin assignments. Review each highlighted section of your submission to assure that you have used paraphrases and quotes correctly and haven't plagiarized another author.

- **Paraphrasing:** Using your own words to summarize information and ideas. Paraphrases do not need to be in quotation marks, but you do need to cite your source - see [paraphrasing in the APA style guide](#). Check highlights in your Turnitin report for all paraphrases to assure that your writing truly is a paraphrase and not a direct quote. A paraphrase would not be highlighted in your Turnitin report.
- **Direct quotes:** Keep direct quotes to a minimum and only use another author's original wording when needed to make a specific point and not solely for your convenience as a writer. Avoid stringing together direct quotes to create your paper. When you use a direct quote, be sure to indicate the source within your writing (e.g., According to the Wall Street Journal, "[quoted materials here]" (Author last name, year)). Also be sure to include the full APA reference in your references section. See [Penn State Libraries' APA Quick Citation Guide](#), the [APA Style Guide](#), [Penn State's Graduate Writing Center](#), or the [Purdue OWL](#) for additional information or assistance.

Your [Turnitin similarity score](#) should be green or blue for your final submissions and your submission should not contain uncited matches. If your submission's similarity score is yellow, orange, or red, please review your submission to assure that you have properly cited your work and are not plagiarizing another person's writing -- see [How to Implement Citation and Paraphrasing into the Writing Process](#).

Assignment Points Tables

There are six tables below that summarize the assignments in this course and the points associated with each. The Assignment Points Total table provides the points by assignment type category. The other five tables: Journal Entries and Quizzes, Individual Assignments, Individual Video Presentations and Discussions, Team Project Assignments, and Ungraded Assignment Activities provide assignment names, which lessons they are in, and additional details. Assignments are individual unless specifically noted as a team activity.

Assignment Points Total

Assignment Type	Total Points
Journal Entries	180
Reading Quizzes	225
Individual Assignments	130
Individual Video Presentations and Discussions	235

Assignment Points Total

Assignment Type	Total Points
Team Project Assignments	230
Total Points for Course	1000
Extra Credit Language Quizzes and IDI Debrief	34

Journal Entries

Assignment type	Lesson #	# of Assignments	Maximum Points	Total
Journal Entries	All	22	5 and 10	180
Total Points	-	-	-	180

Reading Quizzes

Assignment type	Lesson #	# of Assignments	Maximum Points	Total
Lesson Quizzes (you have 2 attempts on each quiz and the average score is used as the final score)	All	15	15	225
Total Points	-	-	-	225

Individual Assignments

Assignment Name	Lesson #	# of Assignments	Maximum Points	Total
Intercultural Development Plan (IDP) Part 1	4	1	20	20
Reflection Paper on Personal Assessment Results (MBTI & Temperaments)	7	1	20	20
Conflict Management Assignment	11	1	20	20
Intercultural Development Plan (IDP) Part 2	13	1	20	20

Individual Assignments

Assignment Name	Lesson #	# of Assignments	Maximum Points	Total
End of Semester CATME Self- and Peer Evaluations	15	1	50	50
Total Points	-	-	-	130

Video Presentations and Discussions

Assignment Name	Lesson #	# of Assignments	Maximum Points	Total
Video Biography	1	1	22	22
News Presentation Videos - signup for one presentation	3-13	1	20	20
News Presentation Discussions	3-13	11	14	154
Communication Discussion	4	1	14	14
Team Presentations Investor Feedback & Discussion Forum	15	1	25	25

Total Points	-	-	-	235
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Team Project Assignments

Assignment Name	Lesson #	# of Assignments	Maximum Points	Total
Project Team Report: Host Country Economy and Business Environment	5	1	40	40
Project Team Report 1: Team Charter	6	1	10	10
Project Team Report 2: Frame Design Challenge and Project Plan	6	1	20	20
Project Team Report 3: Understanding User Needs and Further Defining the Problem	8	1	40	40
Project Team Report 4: Team Member Diversity Filters and Team MBTI Evaluation	9	1	20	20

Team Project Assignments

Assignment Name	Lesson #	# of Assignments	Maximum Points	Total
Project Team Report 5: Team Conflict Management Evaluation	11	1	20	20
Project Team Report 6: Ideation Results and Final Solution Overview	12	1	40	40
Project Team Report 7: Project Proposal Video Presentation	14	1	40	40
Total Points	-	-	-	230

Ungraded Assignment Activities

Assignment Name	Lesson #	# of Assignments	Maximum Points	Total
Academic Integrity	WM	1	0	0
Pre-Course Intercultural Development Inventory (IDI) Assessment	WM	1	0	0
Project: Host Country Preference Ranking	2	1	0	0

Ungraded Assignment Activities

Assignment Name	Lesson #	# of Assignments	Maximum Points	Total
IDI Results Debrief Signup	2	1	0	0
Personal Conflict Style Assessment	individual module	1	0	0
Post-Course Intercultural Development Inventory (IDI) Assessment (optional)	15	1	0	0
Course Feedback Survey	15	1	0	0
Total Points	-	-	-	0

****ALL activities are due by 11:59 PM, on the Sunday of the week they are assigned unless otherwise noted.**

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Course Schedule

[Welcome Module](#) | [Lesson 1](#) | [Lesson 2](#) | [Lesson 3](#) | [Lesson 4](#) | [Lesson 5](#) | [Lesson 6](#) | [Lesson 7](#) | [Lesson 8](#) | [Lesson 9](#) | [Lesson 10](#) | [Lesson 11](#) | [Lesson 12](#) | [Lesson 13](#) | [Lesson 14](#) | [Lesson 15](#) |

The schedule below outlines the topics we will be covering in this course, along with the associated time frames and assignments.

Note: All due dates reflect North American eastern time (ET).

Due to different semester schedules with partner universities, the start and end dates of some lessons are different. Please see the Course Schedule for details.

- **Course begins:** August 23, 2021
- **Course ends:** December 10, 2021

Lesson 1

Welcome Module and Lesson 1 | Course Orientation: Studying Cultural Differences

Time frame:	August 23 – August 29, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none">• Welcome Module• Course Syllabus• Lesson Commentary (read the Lesson Commentary after reading the assigned readings below) <p>Textbook</p> <ul style="list-style-type: none">• Chapter 1, <i>Cultures and Organizations</i>, Hofstede, Hofstede, and Minkov, McGraw Hill, 2010 <p>Reading Links</p> <ul style="list-style-type: none">• Parkinson, A. (2009) The Rationale for Developing Global Competence, Online Journal for Global Engineering Education, Vol. 4:2 <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none">1. Pre-Course Intercultural Development Inventory (IDI) Assessment (due Tuesday)2. Academic Integrity form/quiz3. Sign Up for your date to post a News Presentation under Groups4. Video Biography Discussion Forum Initial Video Submission5. Journal Entry 1.1: Globalization6. Journal Entry 1.2: Implicit Association7. Lesson 1 Quiz

Lesson 2

Lesson 2 | Introduction to Team Project & Project Assignments

Time frame:	August 30 – September 05, 2021
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Modules

- Lesson Commentary

Textbook

- **Chapter 2, *Cultures and Organizations***, Hofstede, et al., (2010) (**not required**, optional reading for those interested in how the authors conducted the cultural dimensions research).
- [The Field Guide to Human-Centered Design](#), By IDEO.org, 1st Edition © 2015. This is a resource for course project assignments (read pgs. 9-29 during lesson 2, we will be covering others parts of it as you work on the project).

Reading Links

- AtoZ World Business Database for the **United States**. Access the [AtoZ World Business Database through the PSU library link](#) and select the United States from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: **1. Business Cultures and 2. Culture and Society**.
- [Frugal Innovation Core Competencies to Address Global Sustainability](#) _Download Frugal Innovation Core Competencies to Address Global Sustainability, Basu, et al., 2013.
- Short article (10 minutes) on [The Complete Guide to Cross-cultural Design](#) .
- Gumpert, D. (January 8, 2008). [Impress Potential Investors in 12 Steps](#) , *Business Week Online*, p. 18.
- Interaction Design Foundation (n.d.).
 - [Design Thinking: What is Design Thinking](#) .
 - [Stage 1 in the Design Thinking Process: Empathise with Your Users](#) .
 - [Stage 2 in the Design Thinking Process: Define the Problem and Interpret the Results](#) .
 - [Stage 3 in the Design Thinking Process: Ideate](#) .
 - [Stage 4 in the Design Thinking Process: Prototype](#) .
 - [Stage 5 in the Design Thinking Process: Test](#) .
- [Bootleg Bootcamp from the dschool at Stanford University](#) . This is a secondary resource that may be helpful throughout the semester with additional tools for the Design Thinking process. You do not have a specific reading from this guide for this lesson.

****Readings are required unless specifically marked as optional***

For time planning purposes, note that this lesson contains 75 minutes of video on Engineering Cultures at the end of the lesson.

Readings*:

Activities:	<ol style="list-style-type: none"> 1. Project: Host Country Preference Ranking 2. Video Biography Discussion Forum Peer Posts 3. Journal Entry 2.1: Giving a Winning Project Proposal Presentation 4. Lesson 2 Quiz 5. Sign-up for IDI Results Debrief
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Lesson 3

Lesson 3 | Global Economy and Economic Indicators

Time frame:	September 06 – September 12, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> • Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 3, <i>Cultures and Organizations</i>, Hofstede et al., 2010. <ul style="list-style-type: none"> ◦ Pages 53–62; ◦ Review: Table 3.3 (pg 72), Table 3.4 (pg. 76), Table 3.5 (pg. 83). <p>Reading Links</p> <ul style="list-style-type: none"> • AtoZ World Business Database for Russia. Access the AtoZ World Business Database through the PSU library link and select Russia from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. • Business History, the Great Divergence and the Great Convergence <p><i>*Readings are required unless specifically marked as optional</i></p> <p><i>For time planning purposes, note that this lesson contains 1 hour, 39 minutes of video on Engineering Culture in Russia at the end of the lesson.</i></p>
Activities:	<ol style="list-style-type: none"> 1. Lesson 3 News Presentation & Discussion Forum 2. Lesson 3 Quiz 3. Journal Entry 3.1: The Top 500 Global Companies 4. Language Quiz: Russian

	5. Intercultural Development Plan (IDP) Part 1 (due in Lesson 4)
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Lesson 4

Lesson 4 | International Business Environment

Time frame:	September 13 – September 19, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> Chapter 4 , <i>Cultures and Organizations</i> , Hofstede et al., 2010. <ul style="list-style-type: none"> Pages 89–99; Review: Table 4.2 (pg 113), Table 4.3 (pg. 117), Table 4.4 (pg. 124), Table 4.5 (pg. 130). <p>Reading Links</p> <ul style="list-style-type: none"> AtoZ World Business Database for Indonesia. Access the AtoZ World Business Database through the PSU library link and select Indonesia from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none"> Lesson 4 News Presentation & Discussion Forum Lesson 4 Quiz Intercultural Development Plan (IDP) Part 1 (due in Lesson 4) Journal Entry 4.1: Universal Code of Conduct Language Quiz: Indonesian Project Team Report: Host Country Economy and Business Environment (Team Assignment; due in Lesson 5)

Lesson 5

Lesson 5 | Globalization and Engineering Practices

Time frame:	September 20 – September 26, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> Chapter 5, <i>Cultures and Organizations</i>, Hofstede et al., 2010. <ul style="list-style-type: none"> Read pages 135–144; Review: Table 5.2 (pg 155), Table 5.3 (pg. 159), Table 5.4 (pg. 165), Table 5.5 (pg. 170), Table 5.6 (pg. 180). <u>The Field Guide to Human-Centered Design</u>, By IDEO.org, 1st Edition © 2015. <ul style="list-style-type: none"> Read pages 31-41. <p>Reading Links</p> <ul style="list-style-type: none"> AtoZ World Business Database for Japan. Access the <u>AtoZ World Business Database through the PSU library link</u> and select Japan from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. <u>Outsourcing for Dummies (Including the Willfully Ignorant)</u> by Dan Ikenson, 2012. <p><i>*Readings are required unless specifically marked as optional</i></p> <p>For time planning purposes, note that this lesson contains 1 hour and 46 minutes of video on Engineering Cultures in Japan at the end of the lesson.</p>
Activities:	<ol style="list-style-type: none"> Lesson 5 News Presentation & Discussion Forum Language Quiz: Japanese Lesson 5 Quiz Project Team Report: Host Country Economy and Business Environment (Team Assignment; due in Lesson 5) Journal Entry 5.1: Outsourcing and Offshoring Journal Entry 5.2: Japanese Culture and Engineering Vignette Project Team Report 1: Team Charter (due in Lesson 6)

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| | 8. Project Team Report 2: Frame Design Challenge and Project Plan (due in Lesson 6) |
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Lesson 6


Lesson 6 | Globalization and the Impact on Communication & Knowledge Sharing

Time frame:	September 27 – October 03, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> Chapter 6, <i>Cultures and Organizations</i>, Hofstede et al., 2010. <ul style="list-style-type: none"> Pages 187–197; Review: Table 6.2 (pg. 203), Table 6.3 (pg. 208), Table 6.4 (pg. 217), Table 6.5 (pg. 223), Table 6.6 (pg. 231). <p>Reading Links</p> <ul style="list-style-type: none"> Rosen, B., Furst, S., Blackburn, R. (2007). Overcoming barriers to knowledge sharing in virtual teams . <i>Organizational Dynamics</i> , 36 (3) 259–273. AtoZ World Business Database for Belgium. Access the AtoZ World Business Database through the PSU library link and select Belgium from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none"> Lesson 6 News Presentation & Discussion Forum Communication Discussion Forum Language Quiz: Dutch Lesson 6 Quiz Journal Entry 6.1: Impact of Communication Differences Journal Entry 6.2: World Interconnectivity Project Team Report 1: Team Charter (due in Lesson 6)

	8. Project Team Report 2: Frame Design Challenge and Project Plan (due in Lesson 6)
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Lesson 7

Lesson 7 | Understanding Yourself and Others

Time frame:	October 04 – October 10, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> Chapter 7, <i>Cultures and Organizations</i>, Hofstede et al., 2010. <ul style="list-style-type: none"> Pages 235–259; Review: Table 7.5 (pg. 275). <p>Reading Links</p> <ul style="list-style-type: none"> AtoZ World Business Database for China. Access the AtoZ World Business Database through the PSU library link and select China from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. The following resources may be useful for the Project Team Report 3 assignment: <ul style="list-style-type: none"> Pages 36-73 of The Field Guide to Human-Centered Design); Pages 4-5; and the associated methods on pgs. 9-28 of the Bootleg Bootcamp from the dschool at Stanford University .  <p><i>*Readings are required unless specifically marked as optional</i></p> <p><i>For time planning purposes, note that this lesson contains 1 hour and 25 minutes of video on Engineering Culture in China at the end of the lesson.</i></p>

Activities:	<ol style="list-style-type: none"> 1. Lesson 7 News Presentation & Discussion Forum 2. Human Metrics and Keirsey Temperament Sorter 3. Journal Entry 7.1: MBTI in Action 4. Journal Entry 7.2: Chinese Culture and Engineering Vignette 5. Language Quiz: Mandarin-Chinese 6. Lesson 7 Quiz 7. Personal Conflict Style Assessment (located in a separate module between modules 7 and 8) 8. Reflection Paper on Personal Assessment Results (MBTI & Temperament) 9. Project Team Report 3: Understanding User Needs (Empathize) and Defining the Problem (due in Lesson 8)
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Lesson 8

Lesson 8 | Developing Effective Cross-Cultural Engineering Teams

Time frame:	October 11 – October 17, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> • Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 8, Cultures and Organizations, Hofstede et al., 2010. <ul style="list-style-type: none"> ◦ Pages 277–286; ◦ Review: Table 8.2 (pg. 291), Table 8.3 (pg. 297). <p>Reading Links</p> <ul style="list-style-type: none"> • AtoZ World Business Database for Mexico. Access the AtoZ World Business Database through the PSU library link and select Mexico from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. <p><i>*Readings are required unless specifically marked as optional</i></p>

Activities:	<ol style="list-style-type: none"> 1. Lesson 8 News Presentation & Discussion Forum 2. Journal Entry 8.1: Diversity Filter 3. Journal Entry 8.2: Mexican Culture and Engineering Vignette 4. Language Quiz: Spanish 5. Lesson 8 Quiz 6. Project Team Report 3: Understanding User Needs (Empathize) and Defining the Problem (due in Lesson 8) 7. Project Team Report 4: Team Member Diversity Filters and Team MBTI Evaluation (due in Lesson 9)
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Lesson 9

Lesson 9 | Working on Cross-Cultural Engineering Teams

Time frame:	October 18 – October 24, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> • Lesson Commentary <p>Reading Links</p> <ul style="list-style-type: none"> • AtoZ World Business Database for Nigeria. Access the AtoZ World Business Database through the PSU library link and select Nigeria from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none"> 1. Lesson 9 News Presentation & Discussion Forum 2. Language Quiz: Hausa 3. Journal Entry 9.1: Trust Eroders 4. Lesson 9 Quiz 5. Project Team Report 4: Team Member Diversity Filters and Team MBTI Evaluation (due in Lesson 9)

Lesson 10

Lesson 10 | Conflict and Negotiating Across Cultures

Time frame:	October 25 – October 31, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> Chapter 11, “Cultures and Organizations”, Hofstede, Hofstede, and Minkov, McGraw Hill, 2010. <p>Reading Links</p> <ul style="list-style-type: none"> Mediate/HR.com (n.d.) “ What is Arbitration? ” AtoZ World Business Database for India. Access the AtoZ World Business Database through the PSU library link and select India from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. The following resources may be useful for the Project Team Report 6 assignment: <ul style="list-style-type: none"> Pages 75-120 of The Field Guide to Human-Centered Design): Ideate and prototype methods on pgs. 29-38 of the Bootleg Bootcamp from the dschool at Stanford University . Lesson Commentary (includes links to three short articles online): <ul style="list-style-type: none"> How to provide effective feedback to team members . Jen, R. (2007) (5.5 pages) Giving Feedback When You're Conflict Averse. Su, A.J. (2015) (2.5 pages) How to Give and Receive Feedback Across Cultures. Myer, E. (2016) (3 pages) <p>Booklet (see Course Materials)</p> <ul style="list-style-type: none"> ‘Introduction to Conflict and Teams’ booklet by Thomas and Thomas (2007) <p>*Readings are required unless specifically marked as optional</p>

Activities:	<ol style="list-style-type: none"> 1. Lesson 10 News Presentation & Discussion Forum 2. Conflict Management (Individual assignment) 3. Journal Entry 10.1: Conflict Case Study 4. Journal Entry 10.2: Indian Culture and Engineering Vignette 5. Language Quiz: Hindi 6. Lesson 10 Quiz 7. Project Team Report 6: Ideation Results and Final Solution Overview (due in Lesson 12)
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Lesson 11

Lesson 11 | Evolution and Blending of Cultures and Acculturation Strategies

Time frame:	November 01 – November 07, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> • Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 12, “Cultures and Organizations”, Hofstede, Hofstede, and Minkov, McGraw Hill, 2010. <p>Reading Links</p> <ul style="list-style-type: none"> • AtoZ World Business Database for South Africa. Access the AtoZ World Business Database through the PSU library link and select South Africa from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none"> 1. Lesson 11 News Presentation & Discussion Forum 2. Journal Entry 11.1: Acculturation Experience 3. Language Quiz: Afrikaans 4. Lesson 11 Quiz

	5. Project Team Report 5: Team Conflict Management Evaluation
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Lesson 12

Lesson 12 | Culture, Innovation, and Technology

Time frame:	November 08 – November 14, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none">• Lesson Commentary <p>Reading Links</p> <ul style="list-style-type: none">• Little, D. (2009) Technology and Culture, Understanding Society.• AtoZ World Business Database for Brazil. Access the AtoZ World Business Database through the PSU library link and select Brazil from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none">1. Lesson 12 News Presentation & Discussion Forum2. Journal Entry 12.1: Technological Determinism and Cultural Determinism3. Language Quiz: Portuguese4. Lesson 12 Quiz5. Project Team Report 6: Ideation Results and Final Solution Overview (due in Lesson 12)

Lesson 13

Lesson 13 | Motivating and Leading Across Cultures

Time frame:	November 15 – November 21, 2021
Readings*:	<p>Modules</p> <ul style="list-style-type: none"> • Lesson Commentary <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 9, Cultures and Organizations, Hofstede, Hofstede, and Minkov, 2010. <p>Reading Links</p> <ul style="list-style-type: none"> • AtoZ World Business Database for Turkey. Access the AtoZ World Business Database through the PSU library link and select Turkey from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society. • The following resources may be useful for the testing component of the Project Team Report 7 assignment. <ul style="list-style-type: none"> ◦ The Field Guide to Human-Centered Design : pages 126-131 ◦ Bootleg Bootcamp from the dschool at Stanford University  : Prototype and Testing methods on pages 38-48 ◦ Stage 5 of the Design Thinking Process: Test ◦ An Expert Guide to Cost Benefit Analysis ◦ Selfshot Video Tips Download Selfshot Video Tips <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none"> 1. Lesson 13 News Presentation & Discussion Forum 2. Intercultural Development Plan (IDP) Part 2 3. Journal Entry 13.1: Personal Motivation Exercise 4. Journal Entry 13.2: Corporate Vision, Mission, Values 5. Language Quiz: Turkish 6. Lesson 13 Quiz 7. Project Team Report 7: Project Proposal Video Presentation (due in Lesson 14)

Fall Break

Time frame:	November 22 – November 28, 2021
Readings*:	<ul style="list-style-type: none"> • None
Activities:	<ul style="list-style-type: none"> • None

Lesson 14

Lesson 14 | Organizational Cultures

Time frame:	November 29 – December 05, 2021
Readings*:	<p>Modules</p> <p>Lesson Commentary</p> <p>Textbook</p> <p>Chapter 10, Cultures and Organizations, Hofstede, Hofstede, and Minkov, 2010.</p> <p>Reading Links</p> <p>Manyika, J., Lund, S., Chui, M., Bughin, J., Woetzel, J., Batra, P., Ko, R. and Sanghvi, S. (2017) Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages. McKinsey Global Institute.</p> <p>AtoZ World Business Database for Saudi Arabia. Access the AtoZ World Business Database through the PSU library link and select Saudi Arabia from the 'Country Business Guides' on the left and then select the required sections from the menu on the left: read the complete sections on: 1. Business Cultures and 2. Culture and Society.</p> <p>Course Reserves</p> <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none"> 1. Journal Entry 14.1: Business Implications of National Cultural Differences

	<ol style="list-style-type: none"> 2. Language Quiz: Arabic 3. Lesson 14 Quiz 4. Project Team Report 7: Project Proposal Video Presentation (due in Lesson 14) 5. Team Presentations Investor Feedback & Discussion Forum (post video to discussion forum)
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Lesson 15

Lesson 15 | Preparing for International Assignments

Time frame:	December 06 – December 10, 2021
Readings*:	<p>Modules</p> <p>Lesson Commentary</p> <p>Textbook</p> <p><i>*Readings are required unless specifically marked as optional</i></p>
Activities:	<ol style="list-style-type: none"> 1. Team Presentations Investor Feedback & Discussion Forum 2. Journal Entry 15.1: Expat Assessments 3. Lesson 15 Quiz 4. Post-Course IDI Assessment 5. End of Semester CATME Self and Peer Evaluations (due in finals week) 6. Course Feedback Survey

Note: If you are planning to graduate this semester, please communicate your intent to graduate to your instructor. This will alert your instructor to the need to submit your final grade in time to meet the published graduation deadlines. For more information about graduation policies and deadlines, please go to the [Graduation Information](#) on the My Penn State Online Student Portal.

Formal instruction will end on the last day of class. Provided that you have an active Penn State Access Account user ID and password, you will continue to be able to access the course materials for one year, starting from the end date of the academic semester in which the course was offered (with the exception of library reserves and other external resources that may have a shorter archival period). After one year, you might be able to access the course based on the policies of the program or department offering the course material, up to a maximum of three years from the end date of the

academic semester in which the course was offered. For more information, please review the [University Course Archival Policy](#).
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Academic Integrity

Academic integrity—scholarship free of fraud and deception—is an important educational objective of Penn State. To learn more about academic integrity at Penn State, please visit the [Penn State Academic Integrity site](#). Academic dishonesty can lead to a failing grade or referral to the [Office of Student Conduct](#).

Academic dishonesty includes but is not limited to

cheating,

plagiarism,

fabrication of information or citations,

facilitating acts of academic dishonesty by others,

unauthorized prior possession of examinations,

submitting the work of another person or work previously used without informing the instructor and securing written approval, and

tampering with the academic work of other students.

How Academic Integrity Issues are Handled

In cases where academic integrity is questioned, the [Policy on Academic Integrity](#) indicates that procedure requires an instructor to notify a student of suspected dishonesty before filing a charge and recommended sanction with the college. Procedures allow a student to accept or contest a charge. If a student chooses to contest a charge, the case will then be managed by the respective college or campus Academic Integrity Committee. If a disciplinary sanction also is recommended, the case will be referred to the [Office of Student Conduct](#).

All Penn State colleges abide by this Penn State policy, but review procedures may vary by college when academic dishonesty is suspected. Information about Penn State's academic integrity policy and college review procedures is included in the information that students receive upon enrolling in a course. To obtain that information in advance of enrolling in a course, please contact us by going to the [Contacts & Help page](#).

Additionally, World Campus students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for oneself and others, as well as a civil community.

For More Information on Academic Integrity at Penn State

Please see the [Academic Integrity Chart](#) for specific college contact information or visit one of the following sites:

Penn State Senate [Policy on Academic Integrity](#)

[iStudy for Success!](#) (education module about plagiarism, copyright, and academic integrity)

[Turnitin](#) (a web-based plagiarism detection and prevention system)

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Accommodating Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) website provides contact information for every Penn State campus: [ODS Disability Liaison Contact Information](#). For further information, please visit the [Office for Disability Services website](#).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation based on the [ODS documentation guidelines](#). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

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Counseling and Psychological Services

Mental health services are available to help you maintain your academic success. Visit the student [Mental Health Services website](#) to learn more or to speak with a mental health advocate who can help you address concerns including anxiety, depression, relationship difficulties, and stress. If you or someone you know is experiencing a crisis situation, please call your local emergency service.

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Reporting Bias

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the [Report Bias site](#).

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Military Students

Veterans and currently serving military personnel and/or dependents with unique circumstances (e.g., upcoming deployments, drill/duty requirements, VA appointments, etc.) are welcome and encouraged to communicate these, in advance if possible, to the instructor in the case that special arrangements need to be made.

Privacy Notice

In order to protect your privacy, course access is limited to those individuals who have direct responsibility for the quality of your educational experience. In addition to the instructor, a teaching assistant or college administrator may be provided access in order to ensure optimal faculty availability and access. World Campus technical staff may also be given access in order to resolve technical support issues.

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Student Responsibilities and Conduct

Students are responsible for online course content, taking notes, obtaining other materials provided by the instructor, taking tests (if applicable), and completing assignments as scheduled by the instructor. As a general rule, students should plan on logging into the course at least three times per week and spending at least three hours per course credit per week on the course, e.g., if the course is three credits, the student should plan on spending at least 9–12 hours per week on the course, just as they would in a residence course.

Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.

Students are responsible for monitoring their grades.

Students must contact their instructor (and teammates when working on any collaborative learning assignments) as soon as possible if they anticipate missing long periods of online time due to events such as chronic illnesses, death in the family, business travel, or other appropriate events. The instructor will determine the minimal log on time and participation required in order to meet course responsibilities. In the event of other unforeseen conflicts, the instructor and student will arrive at a solution together.

Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency, or a business-sanctioned activity.

Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor or TA prior to the date of the examination or assignment.

Students are responsible for following appropriate netiquette (network etiquette) when communicating with their instructor and classmates. For reference:

[Tips for Being a Successful World Campus Student](#)
[Email and Communication Strategies](#)

Behaviors that disrupt other students' learning are not acceptable and will be addressed by the instructor.

For severe and chronic problems with student disruptive behavior, the following will be applied for resolution:

Senate Committee on Student Life policy on managing classroom disruptions: [Office of Student Conduct](#)
[Penn State Principles](#)
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Additional Policies

For information about additional policies regarding Penn State Access Accounts; credit by examination; course tuition, fees, and refund schedules; and drops and withdrawals, please see the [World Campus Student Policies](#) website.

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