

Tamkang University Academic Year 2012 , 2nd Semester
Course Syllabus

Course Title	CROSS CULTURAL COMMUNICATION	Instructor	YU, PEI-HSUAN
Department/Year/Class	Course Details		
International Business/2/P	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Selective	<input checked="" type="checkbox"/> 0 (One Semester) <input type="checkbox"/> 1 (1st Semester) <input type="checkbox"/> 2 (2nd Semester) <input type="checkbox"/> 3 (3rd Semester)	Credits 2
Aim of Education		Core Competences	
<p style="color: red;">Departmental Educational Objectives:</p> <p style="color: red;">1.To instill the university motto of "Simplicity, Firmness, Perseverance, and Fulfillment" into students.</p> <p style="color: red;">2.By integrating the "Five Disciplines" of education, the qualities of conduct, intelligence, physical education, teamwork, and beauty into the professional, core, and extracurricular curriculum, the department helps to produce well-rounded students skilled in identifying and solving problems.</p> <p style="color: red;">3.To oversee the trend and foresee the development of global economy, the department aims to produce the graduates with expertise in the fields of International Business and Trade.</p>		<p style="color: red;">Departmental Core Capabilities</p> <p style="color: red;">A. Breeding professionals with expertise in general International Trade and International Business</p> <p style="color: red;">B. Consisting of Globalization, Information-Oriented and Future-Oriented education.</p> <p style="color: red;">C. Producing graduates with capability of foreseeing and analyzing the development of Global Economy.</p> <p style="color: red;">D. Breeding professionals with expertise in Marketing and Financial Management.</p>	
Course Introduction (50 to 100 words)	<p>The key to effective cross-cultural communication is knowledge.</p> <p>However, it is essential that students who join this class understand the potential problems of cross-cultural communication, and make a conscious effort to overcome these problems.</p>		

The Relevance among Teaching Objectives, Objective Levels and Core Competences

I. Objective Levels (select applicable ones) :

(I) Cognitive Domain : C1 Remembering , C2 Understanding , C3 Applying , C4 Analyzing , C5 Evaluating , C6 Creating

(II) Psychomotor Domain : P1 Imitation , P2 Mechanism , P3 Independent Operation , P4 Linked Operation , P5 Automation , P6 Origination

(III) Affective Domain : A1 Receiving , A2 Responding , A3 Valuing , A4 Organizing , A5 Charaterizing , A6 Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Core Competences :

(I) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.

(II) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)

(III) Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
1 Understand how to effective cross-cultural communication	C4	AB
2 Developing Awareness of Individual Cultures	C4	C
3 Understanding Cultural Diversity	C2	AD
4		
5		
6		
7		
8		

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1 Understand how to effective cross-cultural communication	Lecture, Discussion, Problem-solving	Written tests, Implement, Report, Performance
2 Developing Awareness of Individual Cultures	Discussion, Appreciation, Simulation	Report, Performance
3 Understanding Cultural Diversity	Lecture, Appreciation	Written tests, Performance
4		
5		
6		

7		
8		

This course has been designed to cultivate the following essential qualities in TKU students.

Essential Qualities of TKU Students	Description
<input checked="" type="checkbox"/> global perspectives	翻譯建構中
<input type="checkbox"/> a vision for the future	
<input type="checkbox"/> information literacy	
<input checked="" type="checkbox"/> ethical and moral principles	
<input checked="" type="checkbox"/> independent thinking	
<input type="checkbox"/> an awareness of healthy living	
<input checked="" type="checkbox"/> effective teamwork	
<input type="checkbox"/> an appreciation of the arts	

Course Schedule

Week	Date	Subject/Topics	Note
1		Identification what culture is	
2		The relationship between culture and management	
3		Introduction to Kluckhohn and Strodtbeck's Values Orientation Theory	
4		Introduction to Hofstede's Cultural Dimensions/ Small Power Distance vs. Big Power Distance	
5		Individualism vs. Collectivism/ Masculinity vs. Femininity	
6		Structured Situations vs. Unstructured Situations / Long-term Orientation vs. Short-term Orientation	
7		Introduction to Trompenaars' Cultural Theory (Universalism vs. Particularism / Individualism vs. collectivism)	
8		Introduction to Trompenaars' Cultural Theory (Neutral vs. Emotional / Specific vs. Diffuse / Achievement vs. Ascription)	
9		Introduction to Trompenaars' Cultural Theory (Sequential vs. Synchronic / Internal vs. External control)	
10		Midterm Exam Week	
11		Group Presentation	
12		Communication Style: Direct vs. Indirect and Explicit vs. Implicit	
13		Communication Style: Interrupt vs. Silence	
14		Communication Style: High context vs. Low context	
15		Aspects of Cross Cultural Communication: Perception of Time	

16		Aspects of Cross Cultural Communication: Perception of Space	
17		Aspects of Cross Cultural Communication: Non-verbal Communication	
18		Final Exam Week	
Requirement			
Teaching Facility	<input checked="" type="checkbox"/> Computer <input type="checkbox"/> Overhead Projector <input type="checkbox"/> Other (_____)		
Textbook(s)	Hofstede, Geert (July 1978). "The Poverty of Management Control Philosophy". The Academy of Management Review (Academy of Management) 3 (3): 450–461. The Seven Cultures of Capitalism: Value Systems for Creating Wealth in Britain, the United States, Germany, France, Japan, Sweden and the Netherlands with Charles Hampden-Turner (1995)		
Suggested Readings	跨文化管理 (陳曉萍) ISBN-10 : 957-6098253		
Number of Assignment(s)	(Filled in only for those courses that apply)		
Grading Policy	Attitude (include attendance) : 10% Assignment : 15% Presentation: 15% Mid-Exam: 30% Final Exam: 30%		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp . ※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		

Form No. : ATRX-Q03-001-FM201-05