

# California Lutheran University

## Bachelor's Degree for Professionals

### **Course Number and Title: International Business Behavior (BUS 476)**

**Term (Fall), 2015, Blended Hybrid Class**

**Campus: Woodland Hill campus & Classroom number: Woodland Hills Room #118**

**Hybrid Class:** This is a Hybrid class with a combination of online and classroom instruction.

**Day & Time:** Sessions 1, 3, 5, 7, 9 & 11 meet in class. (9/3, 9/17, 10/1, 10/15, 10/29, 11/12)

- Class Time: Thursdays, 6:00PM - 9:30PM.
- Sessions 2, 4, 6, 8, & 10 online utilizing Blackboard.

**Drop Dates:** Monday, September 14<sup>th</sup>, 2015  
Monday, October 12<sup>th</sup>, 2015

### **Instructor Information:**

**Anna W. Kwong**

**Email address:** [akwong@clunet.edu](mailto:akwong@clunet.edu),  
[annakwong38@gmail.com](mailto:annakwong38@gmail.com) (please include the second email for all urgent messages)

- Office Hours: By appointment. Typically right before or after class time
- Phone number: 805-493-

### **Course Description**

This course provides a review of current organizational development approaches developed in the United States for possible international application. Cultural influences fostering or hindering the development of effective humanistic organizations are explored. Prerequisite: Business Administration 394 or consent of instructor.

It is designed to provide both conceptual and practical approach to a systematic study on how international businesses behave, function and manage in the real world. Recent studies reveal that many business graduates have a hard time applying international business behavior and management theories they have learned in class at work, thus, hindering their success in their own businesses or promotions along the corporate ladders. Therefore, this course is specially developed to offer students the opportunity to learn how classroom business behavior theories are being applied in the real world.

The course aims to explore into the most current and influential international business behavior or management styles such as the German business behavior, South Korean business behavior and the Chinese business behavior. The goal is to provide students with

hands-on experience of the real world international business behavior and management applications.

Cultural influences fostering or hindering our working relationships with our major foreign partners or employers will be explored. Students will be required to research different business behaviors and management styles around the world and learn to apply such knowledge in the real world of international business.

### **Textbooks/Required Readings**

The required textbook for this course is:

Author(s):	David Ahlstrom and Garry Bruton
Text Title:	International Management – Strategy and Culture in the Emerging World
Year of publication:	2010
Edition:	2010 edition
Publisher:	South-Western Cengage Learning
ISBN Number:	# 978-0-324-40631-3

### **Course Outcomes**

In addition to the learning objectives adopted by the School of Management for all courses in the Professional program listed in the section above, this course in particular will also meet the following objectives:

Each student who has successfully completed this class will be able to perform the following tasks:

1. To understand the most current and influential international business and management behavior systems practiced in the real world.
2. To apply the knowledge effectively in the work place, whether the students are self employed or hired by other corporations. When doing business with foreign companies, students should learn to develop a model of approach that is strategically appropriate within their own circumstances. Students will also learn the important skills to negotiate successfully with these foreign partners or employers.
3. To explore the worldwide business opportunities and identify regions of students' choice, and develop models of approach to successfully tap into the trade and career possibilities of their own target regions.

### **CLASS FORMAT**

This course is a blended course; that means that 40% of material will be online, while 60% of the content will be presented in class, face-to-face. As a blended course, it is no more or less challenging as traditional courses you've taken at Cal Lutheran, and was developed to meet Cal Lutheran's strict requirements for excellence.

**Day & Time:** Sessions 1, 3, 5, 7, 9 & 11 meet in class. (9/3, 9/17, 10/1, 10/15, 10/29, 11/12)

- Class Time: Thursdays, 6:00PM - 9:30PM.

- Sessions 2, 4, 6, 8, & 10 online utilizing Blackboard.

## **Course Assignments/Requirements/Course Schedule**

### **Discussion Threads (20% of total score)**

Each week there will be discussion questions. Every student will respond to each question, as well as comment on two other posts. All contributions should be thorough—250 words for initial posts with at least 1 reference, 100 words for comments. **The initial post is due by Monday of the following week, with comments (replies) posted by Wednesday of the following week.**

Typically, replies are not as in depth as the original responses, but they should be a respectfully constructive response, showing some original thinking, and include your own insight/perspectives. Partial credit will be given for partial thread posts (missing or incomplete comments). No credit will be given for late posts.

### **Weekly Assignments (20% of total score)**

Every week, there will be assigned written work that is either text-related, case study related or additional readings related. **The due date is Wednesday the following week by midnight.** For details please refer to the Course Design Map posted in Blackboard.

### **Video Case Study (embedded in discussion forums or weekly assignments)**

All students are required to watch the following videos and be prepared to discuss in class or complete assignments as instructed.

“Commanding Heights” – Part 2 – The Agony of Reforms (2 hours)

<https://www.youtube.com/watch?v=N9pn3iQU02w>

Video on Saudi Arabia (4 min)

<https://www.youtube.com/watch?v=h6p32fIZLDC>

CBS News goes inside Saudi Arabia

<https://www.youtube.com/watch?v=C2LRnz4jHkU>

Life Of A Muslim Wife In Saudi Arabia Part 1 (10 mins)

<https://www.youtube.com/watch?v=EtgsA7MOq58>

Life Of A Muslim Wife In Saudi Arabia Part 2 (10 min)

BBC Make Me a German (59 min)

<https://www.youtube.com/watch?v=9bTKSin4JN4>

South Korea Documentary (50 min)

<https://www.youtube.com/watch?v=z8gw5qNr6PU>

I want a Gangnam style face: S. Korea’s Bizarre surgery trend

<https://www.youtube.com/watch?v=ZCKShGLyeK0> (16 min)

Brazil Revealed (Part One to Four) 40 min

<https://www.youtube.com/watch?v=6maltj2tuWs>

(Please watch at least 4 parts of this video on Brazil)

Watch the video on People’s Republic of Capitalism (45 min)

<https://www.youtube.com/watch?v=Mtf2H4YrYVw>

China's Business Culture: The GM Experience (49 min)

<https://www.youtube.com/watch?v=f1xA1oBw2eo>

### **Midterm Examination: (10% of total score)**

This exam will be online and textbook-related. There will be 40 multiple choice and T/F questions. More details will be provided in class. (Due on Week 4)

### **GROUP PROJECTS/ACTIVITIES: (20%)**

All students will work, as a group, to research and develop a foreign country report of their choice (with instructor's approval). More details of this assignment will be provided in class.

### **ORAL PRESENTATION: (10%)**

One week prior to the final examination, all students will present their group projects orally using the audio function in PowerPoint. Length of presentation for each group will be approximately 20 - 25 minutes. Each group must email me the presentation by due date. More details of this assignment will be provided in class.

### **WRITTEN GROUP COUNTRY REPORT: (10%)**

The final group written reports will be due on the final examination date. Please see recommended outline in the handout package. Further details of this assignment will also be provided in class.

### **FINAL EXAMINATION: (20%)**

The final examination will be held in class. Actual topics that are chosen for the final examination will be announced in class way before the final week. Part A of the exam will consist of no more than 6 short essay questions of my choice. All lectures covered in class, textbook material and additional readings provided will be fair game for final examination topics. To be adequately prepared for this examination, student should not wait till the release of the topics. Instead, students are strongly advised to review all lecture material periodically, ask questions when necessary, and keep up with all your reading assignments throughout the quarter. The purpose of providing students with the topics allows them to have a higher quality and more focused review of the class material. This is a test on how well students understand subject matters shared and discussed in class and all assigned reading materials. No outside research will be required. Part B of the final examination will consist of no more than 60 multiple choice and T/F questions. This part will be textbook oriented. Please see the selected chapters in the tentative schedule.

### **Course Schedule**

Date	Week	Topics and Case Study	Discussion (online) Forums (please see deadline above)  Video Case	Assignments (online) (Please see deadline)

				above)
9/03	1	<p>Introduction of Globalization</p> <p>(Read Chapter 1)</p> <p>Case Study on Toyota</p>	<p>Based on what you have learned about internationalization or globalization so far, do you see this trend is a positive or negative development in the world? Explain.</p> <p>Watch the video of Commanding Heights – Part 2 – The Agony of Reforms</p> <p>(Watch 30 mins of this video)</p> <p><a href="https://www.youtube.com/watch?v=N9pn3iQU02w">https://www.youtube.com/watch?v=N9pn3iQU02w</a></p>	<p>Case Study: Read case study and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Why do you think Toyota has been so successful?</li> <li>2. How easy do you think it has been for Toyota to adapt to the changes it faces?</li> <li>3. Do you think it would be easy for an international firm, such as Toyota, to lose its focus on what it is trying to achieve?</li> </ol>
9/10	2 (online)	<p>Culture and International Business Arena</p> <p>(Read Chapter 2)</p> <p>Case Study: Cultural Confusion: An Accenture Manager in India</p>	<p>Is cultural convergence occurring in the world? That is, do you think that the various world cultures are coming closer together, or are they getting more different and prone to conflict? Why or why not?</p> <p>Watch the video of Commanding Heights – Part 2 – The Agony of Reforms</p> <p>(2 hours) (Watch another 30 mins of this video)</p> <p><a href="https://www.youtube.com/watch?v=N9pn3iQU02w">https://www.youtube.com/watch?v=N9pn3iQU02w</a></p>	<p>Cultural Confusion: An Accenture Manager in India</p> <ol style="list-style-type: none"> <li>1. How could the problems that arose in the above case have been avoided?</li> <li>2. If you were in charge of sensitivity training for Accenture, what do you think should be included in the training prior to sending someone to India?</li> <li>3. Based on the case, discuss what the cultural characteristics of India, using the Hofstede model to describe these characteristics.</li> </ol>
9/17	3	<p>The Economic, Legal, and political environment.</p> <p>(Read Chapter 3)</p> <p>Case Study: Daimler</p>	<p>Is it a market opportunity or a limitation when dealing with a nation that has a large Muslim population that follows Shari's law (or Islamic law) even though it isn't the law of the land? (Google online to locate additional readings on Islamic law will help in completing this assignment.)</p>	<p>Based on the case study on Daimler Chrysler, describe the challenges faced by both companies.</p>

		Chrysler Merger	<p>Watch the video of Commanding Heights – Part 2 – The Agony of Reforms</p> <p>(2 hours)</p> <p><a href="https://www.youtube.com/watch?v=N9pn3iQU02w">https://www.youtube.com/watch?v=N9pn3iQU02w</a></p> <p>Watch this video on Saudi Arabia (4 mins)</p> <p><a href="https://www.youtube.com/watch?v=h6p32fiZLDc">https://www.youtube.com/watch?v=h6p32fiZLDc</a></p> <p>CBS News goes inside Saudi Arabia</p> <p><a href="https://www.youtube.com/watch?v=C2LRnz4jHkU">https://www.youtube.com/watch?v=C2LRnz4jHkU</a></p> <p>Life Of A Muslim Wife In Saudi Arabia Part 1 (10 mins)</p> <p><a href="https://www.youtube.com/watch?v=EtgsA7MOq58">https://www.youtube.com/watch?v=EtgsA7MOq58</a></p> <p>Life Of A Muslim Wife In Saudi Arabia Part 2 (10 mins)</p>	<p>If you were the CEO of Daimler, what would you do to avoid the conflict between the German and US employees?</p>
9/24	4 (online)	<p>Business and Functional Level Strategy. (Read Chapter 5)</p> <p>Case of Hong Kong Shanghai Banking Corporation</p> <p>Midterm Exam Chapter 1, 2, 3, 5</p>	<p>Watch the video on German Behavior. BBC documentary Make Me a German. Based on the video of “Make me a German,” would you consider moving to Germany for good? If you must do so, how quickly you think you will fit into their culture? Why or why not?</p> <p><a href="https://www.youtube.com/watch?v=9bTKSin4JN4">https://www.youtube.com/watch?v=9bTKSin4JN4</a></p>	<p>Based on the case of HKSB, answer the following question:</p> <ol style="list-style-type: none"> <li>1. Why would a differentiated product that charges a premium be more successful in the banking industry than a clothing-store chain?</li> <li>2. Do you think that a quality image is more important in a region of the world where corruption and transparency are greater problems?</li> <li>3. Do global banks, such as Citibank and HSBC, have an across-the-board advantage over small, local banks? Or are local banks</li> </ol>

				able to differentiate themselves and their services from those of global banks?
10/1	5	International Business Behavior and Motivation (Read Chapter 7) Case study of Virgin Atlantic, Richard Branson and what workers want?	<p>Have you ever been in a situation in which your goals and needs were fulfilled by a job, and you had the right ability and tools but little interest in the work? Describe that situation and how you fixed it.</p> <p>Watch the video of Commanding Heights – Part 2 – The Agony of Reforms (2 hours) (Watch another 30 mins of this video)</p> <p><a href="https://www.youtube.com/watch?v=N9pn3iQU02w">https://www.youtube.com/watch?v=N9pn3iQU02w</a></p>	<p>1. Apart from rewards (or punishments), can you think of other things that have motivated you to work hard? Explain.</p> <p>2. Many people believe that equity theory (inequitable situations) explains a lot of human action. That is, if people make less money than others, they get so upset that they will take tough union action, riot, or even revolt. Recent evidence suggests that equity may not be as important to everyone as was once thought. How upset would you be if you discovered that your friend and coworker, doing essentially the same work, were making more money than you? Suppose that your friend worked for another company. Would you have the same feeling?</p>
10/8	6	Internati	1. Many management scholars have	1. How could

	(Online)	onal Business Behavior & Leadership  (Read Chapter 8)	argued that charisma is not enough for someone to be a leader. Explain why they argue this.  Watch the video of South Korea Documentary  <a href="https://www.youtube.com/watch?v=z8gw5qNr6PU">https://www.youtube.com/watch?v=z8gw5qNr6PU</a>  I want a Gangnam style face: S. Korea's Bizarre surgery trend.  <a href="https://www.youtube.com/watch?v=ZCKShGLyeK0">https://www.youtube.com/watch?v=ZCKShGLyeK0</a> (16 mins)	charisma actually hinder a leader from being effective and under what circumstances? 2. Many people from the West would argue that democratic leadership in which the leader gives followers a say in decisions is the preferred leadership style. When would a democratic leadership style be effective? When would it be ineffective?
10/15	7	Decision Making in the global arena  (Read Chapter 9)	THINK OF A TIME WHEN YOU CONDUCTED AN INFORMATIONAL SEARCH TO HELP YOU MAKE A MAJOR DECISION, SUCH AS TO WHICH UNIVERSITIES TO APPLY. 1. HOW DID YOU GATHER INFORMATION AND FINALLY COME TO A DECISION? 2. DID YOU PRACTICE EVIDENCE-BASED OR VERDICT-BASED DECISION MAKING?  Brazil Revealed (Part One to Four) 40 min  <a href="https://www.youtube.com/watch?v=6maltj2tuWs">https://www.youtube.com/watch?v=6maltj2tuWs</a>  (Please watch at least 4 parts of this video on Brazil)	What can be done to improve the following decision-making?  1. Analyze the situation carefully, and do not rush into major decisions. The "just do it" attitude that the popular culture tends to promote can lead to poorly thought-out decisions, or inadequate decisions prematurely arrived at.  2. When possible, treat decisions as part of a series of decisions. That is, do not be too risk averse to avoid a single mistake. Successful decisions cannot occur if you do not make any.
10/22	8 (Online)	International Business Behavior & Negotiation	Based on the additional reading, "Negotiation Trap" what do you think the differences would be in negotiations in Ireland and Britain? Scotland and Britain? (Students are encouraged to Google the topic before responding.)	Based on the additional reading of "Negotiation Tactics Across Cultures"  1) What have you

		<p>Read Chapter 10</p> <p>Additional reading:</p> <p>“Negotiation Trap”</p> <p>Case study 6 on Negotiation tactics across cultures</p> <p>“Negotiation Tactics Across Cultures”</p>	<p>10 Tips on British Culture for Successful Business in the United Kingdom (4 mins)</p> <p><a href="https://www.youtube.com/watch?v=xMNTBaip3zg">https://www.youtube.com/watch?v=xMNTBaip3zg</a></p> <p>What are the American Stereotypes? From London (7 mins)</p> <p><a href="https://www.youtube.com/watch?v=tR_QigxDxyl">https://www.youtube.com/watch?v=tR_QigxDxyl</a></p> <p>What are the British Stereotypes? From UC San Diego (4 mins)</p> <p><a href="https://www.youtube.com/watch?v=nkuVjBM4q30">https://www.youtube.com/watch?v=nkuVjBM4q30</a></p>	<p>learned about silence in the negotiation process?</p> <p>2) If you were negotiating with the Chinese or Japanese and were faced with a long period of inactivity or silence, what would you do to handle the situation? (Google online to see if you can find a more concrete method to handle silence in negotiation.)</p>
10/29	9	<p>International Business Behavior &amp; Evaluation &amp; Control</p> <p>Read Chapter 11</p> <p>Case Study 6 of “Barings: the Dangers of a Weak Evaluation and Control system.”</p>	<p>What are the <i>four principal mechanisms commonly used to directly exercise control</i>? Which one is easier to implement in an international business? Why?</p> <p>Watch the video on People’s Republic of Capitalism (45 mins)</p> <p><a href="https://www.youtube.com/watch?v=Mtf2H4YrYVw">https://www.youtube.com/watch?v=Mtf2H4YrYVw</a></p>	<p>Based on your case study of “Barings,” please answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What are some of the ways that an evaluation and control system can prevent problems like those at Barings?</li> <li>2. What happened to Barings in the end?</li> <li>3. What do you think of the fact that Leeson is out of jail, has now written a book, and had a movie made about his experience at Barings? Or that he charges thousands of dollars to speak to</li> </ol>

				groups about motivation and proper financial measures and controls?
11/5	10 (Online)	<p>"The future of international management behavior."</p> <p>(Read Chapter 14)</p> <p>Additional Reading: "Profit and the Lowest Income Population."</p>	<p>Google on line and research on who are "the bottom billion" or "bottom of the Pyramid?" If you were a global entrepreneur, would you be interested in serving this group? Why or why not?</p> <p>Watch the video on</p> <p>China's Business Culture: The GM Experience (49 mins)</p> <p><a href="https://www.youtube.com/watch?v=f1xA1oBw2eo">https://www.youtube.com/watch?v=f1xA1oBw2eo</a></p>	Group online presentation on final country reports
11/12	11	<p>Final Exam</p> <p>Final Exam 7, 8, 9, 10, 11, 14</p>		

### **Student Workload/Carnegie Hours:**

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have about 100 hours of out-of-class work (homework).

- As our 4-credit courses meet for about 36-37 hours in-person, the remaining 13-14 hours of instructional time need to be handled via online instructions (flipped classes, discussion boards, etc.).
- There should be approximately 9 hours of homework per week (of course this may vary depending on the week)

Activity	Instructor-Led Hours	Homework Hours	Remarks
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	Weekly	Course	Weekly	Course	
Readings of required text			4.5	49.5	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	20 hrs			Includes final exam
Weekly Assignment (4 X 1 hour – not case related)				4	Average, varies by student
Final Project				10	Average, varies by student
Prepare Mid-term Exam				10	Average, varies by student
Discussion Board I (8 X 2 hours)		18 hrs.			Average, varies by student
Flipped Class (recorded lecture)		10 hrs			Average, varies by student
Case Study related assignments (6 X 1 hour) and Video Case		6 hrs		6.7	Average, varies by student
Final Research Paper				15	Average, varies by student
Prepare Final Exam				10	Average, varies by student
<b>Total</b>		<b>54</b>		<b>105.2</b>	

## Grading

### **Assessment:**

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

1. Participation, both online discussions forum and in-class group discussion;
2. Analyze assigned text materials;
3. Analyze video and written case studies;
4. Weekly Assignments
5. Discussion Forum
6. Midterm Exam
7. Final Exam
8. Final Paper (oral and written presentation)

### **GRADING:**

Grading in this class will be based on the following elements and grading scale

Percentage	Grade
>94%	A

Assessment	Points (max)
Class Participation (6)	100 (10%)

90% to 93%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
77% to 79%	C+
74% to 76%	C
70% to 73%	C-
67% to 69%	D+
64% to 66%	D
60% to 63%	D-
<60%	F
*	

Weekly Assignment	100 (20%)
Discussion Forum	100 (20%)
Midterm Exam	100 (10%)
Final Exam	100 (20%)
Final Country Report	100 (20%)
TOTAL	600 (100%)

### **ATTENDANCE POLICY (10% OF TOTAL SCORE):**

Regular attendance is mandatory for this course. During class, students are expected to participate productively in all learning process and discussions. A course that studies world events more often than not must include controversial topics. Therefore, I find it a necessity to emphasize that participation must be appropriate, on-the-topic, courteous toward peers, instructor or guests and ALWAYS be respectful of other's opinions. Your different opinion is always welcome and is a critical part of the university learning process. However, no disruptions, disrespectful personal criticisms or outright rudeness will be tolerated. Independent conversations, whispering, note passing or any other behavior interpreted by the instructor as disrespectful will be dealt with accordingly. If you have to miss a class, you may request the class material in the following week in class.

### **Participation: (10% of total score)**

Specific Attendance Policy Requirements for this Course:

Regular attendance is required. This means attending all classes is mandatory for this course.

Attendance points will be awarded for on-campus classes as follows:

- 10 points for every class you attend (60 points for 6 class meetings)
- 10% penalty for unexcused late arrival
- 30% penalty for unexcused early departure
- 60 points for class activity and productive participation grade

Total of 100 points for on-campus class attendance and participation

## **Cal Lutheran Online or Blended Course Technology Requirements**

1. Computer
2. If you need or want portable hardware, you can check out a laptop or iPad at the library for the entire semester.
  - a. A first-generation iPad is sufficient for participating in this course.
3. To watch Pre-recorded lectures
4. Operating System Windows or Mac OSX
5. Applications Microsoft Silverlight or Windows Media Player

6. Bandwidth
  - a. 50Kbps: Audio-only recording
  - b. 300Kbps: Recording consisting of screen capture, audio, and video
  - c. 500Kbps: Recordings with multiple video streams
7. Speakers or headphones
8. To access the course site
9. Firefox browser (usually the best, do NOT use Internet Explorer)
10. Java Standard Edition 5 (1.5.0\_12)
11. Optional: Blackboard Learn App
  - a. Download from your devices' app store, select California Lutheran University as the school and sign in via myCLU

### **Course Evaluations Statement**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

### **Disability Statement**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

### **Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

## **University Harassment Policy**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights**, please go to the following link:

[Student Life Handbook](#)

## **Pearson Library**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page

<http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Madelynn Dickerson (Professionals liaison) at [dickerso@callutheran.edu](mailto:dickerso@callutheran.edu)
- General Library email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

## **Cal Lutheran Writing Center**

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

## **Sexual Misconduct**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

## **Veterans Resources**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/>. Also, if you are a veteran receiving benefits and you are

struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805.493.3648, for more information.

### **Help Desk**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call: 805.493.3698

### **Disclaimer:**

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner. The class schedule is tentatively presented below. While the material mentioned will be covered, the actual timing may change from week to week as the course progresses. And I reserve all rights to make the necessary changes in order to enhance the learning experience of the students.

Anna Kwong

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