



Intercultural Management for International Business Syllabus

August – December 2018

Professors:

**Olivos, Mariella
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I. Course General Information

Course: Intercultural Management for International Business Code: 03880
Prerequisite: Intermediate English 2
Credits: 3 Semester: VIII
Schedule:
Monday 7-9 pm (Room: A 311)
Wednesday 7-9 pm (Room: A 310)

II. Summary

The globalization of national economies means that the world is becoming increasingly interdependent. Arising from international trade, there are countless interactions taking place between people of diverse cultures. One interaction mode involves traditional face-to-face and written communication, but another, newer mode is more complex and involves the use of technology: phonecalls, emails, the internet and videoconferencing.

Professionals who have vast experience in managing in-house, onsite corporate teams often lack the basic skills necessary for success in the virtual world. One of the strengths of a global virtual team is the range of knowledge and experience it can harness; this stems from the variety of professional as well as cultural backgrounds of its members.

This course relates cross-cultural theories with management science. The methodology is that of a "blended course." The course offers students the opportunity to interact in virtual teams and to work in a collaborative learning environment with students and faculty from other countries through the use of forums and other on-line communication channels.

The uniqueness of this course is that it offers students the opportunity to participate in Experiential Learning. This methodology involves their participation as members of international teams composed of students from partner universities in the United States, Japan, and China.

Local classes using lectures and interaction via information communication technologies (videoconference, web chat) will be combined with synchronous and asynchronous web-based classes, which will utilize forums and social media.

III. Learning Objectives

- To increase intercultural competence and to practice research techniques in this field
- To apply social science disciplines to understanding the differences between international and domestic business
- To learn about the social and economic environment for doing business with each country with which we link during the semester and to apply and relate the concepts about culture and stereotypes, Business Profile Leadership across cultures, global marketing, and regional integration
- To develop intercultural communication as a foundation for the student's business dealings in the international marketplace
- To define globalization and international business and show how they affect each other
- To receive training for work in virtual international teams through real experience via mediated technology with students in different regions.
 - To gain experience collaborating on diverse types of virtual team projects with teammates from Western and Eastern countries, as often occurs in International Business projects.
- To acquire leadership skills.

The Monday/Wednesday class will work with the following partnering universities:

ECU (East Carolina University), United States
BTTC (Baotou Teachers College), China
RUJ (Ryukoku University), Japan

The Tuesday/Thursday class will work with the following partnering universities:
BCBUU (Business College of Beijing Union University), China
USJ (University of Shimane), Japan

IV. Learning outcomes

At the end of the course, students:

- Will understand what it means to be interculturally competent and will have obtained key abilities for intercultural competency.
- Will know national cultural model theories from theorists such as Hofstede and Trompenaars and those theories' implications on management sciences.
- Will have built the basic technical and social skills necessary to work in a virtual collaborative environment on collaborative projects.
- Will understand behavioral systems in Anglo-Saxon regions as well as the Far East and how to relate these systems with national and regional differences, which has implications for international business and the work environment in Latin America.
- Will be familiar with the structure presented in scientific journals through the review of research papers on the topic of the course.
- Will have acquired knowledge of social and professional behavior in other countries and cultures under the theoretical framework of contemporary interculturalists in order to develop trust and business relationships.
- Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities.
- Will be able to identify high context vs. low context communication orientation in diverse communities and will have learned about the power of diversity.
- Will be part of an international community of students and will have experienced working in international partnership.

V. Methodology

- This course has the characteristics of a graduate seminar course; students will be asked to work in a collaborative environment using Information Communication Technologies (ICT) tools.
- Videoconferencing sessions will cover a variety of themes related to Hofstede's Cultural Dimensions, national culture, business, and students' own experiences.
- Before the first videoconferencing session the lecturer will assign student teams comprised of a student from each of the participating universities. The number of students in each team will depend on final enrollment numbers, and each team will work on the international research assignment described below.
- In teams with partners from each of the participating universities, collaborative research projects will be carried out and presented on. The goal for at least one of the collaborative research projects is How to Develop a Research Questionnaire in order to find insights about cultural differences.
- For the collaborative research projects, along with their international partners, the students will develop and apply to 10 respondents in Peru and 10 respondents in the partners' country a questionnaire with 10 open questions and 10 Likert-scale ("1-5") questions, 20 in total, focusing on one of the following Cultural Dimensions:
 - Collectivism/Individualism
 - Low Power Distance/High Power Distance
 - Masculinity/Femininity
 - Low Uncertainty Avoidance/High Uncertainty Avoidance
 - Long-Term Time Orientation/Short-Term Time Orientation
- During the interactions, students will experience differences in communication and differentiate the diverse work and behavioral styles that exist in Anglo-Saxon, Latin American and Eastern cultures.

VI. Grading

Midterm Exam	15%
Final Exam	25%
Active Participation	60%

Active participation in class	40%
Forum posts (5) +	
Research article mini-presentation	15%
Collaborative research project presentations (3)	30%
Integrative research presentation +	
Integrative research essay	15%

VII. Content

WEEK	CONTENTS / ACTIVITIES / EVALUATION	ASSIGNMENTS
<p>1st</p> <p>20 - 25 August</p>	<p>Weekly Theme: Intercultural awareness and its implications for working internationally in virtual teams</p> <p>August 20th Local session. Introduction and overview of the course. Methodological approach. Relevance of developing Intercultural Competence for a professional in management. Practical implications of the Theory of Culture and Cross Cultural Management. Research for leading international teams. Culture and its characteristics: Definition of culture, key terminology. High context vs. Low context cultures. Hofstede's Cultural Dimensions Model. Hofstede country cultural comparison scale website.</p> <p>August 22nd Local session. Compare "My cultural profile" with the cultural profiles of people in other countries. Examples of intercultural business communication. Intercultural competence and employability. Intercultural competence for global leaders. Role-play activities.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will understand what it means to be interculturally competent and will have obtained key abilities for intercultural competency. • Will know national cultural model theories from theorists such as Hofstede and Trompenaars and those theories' implications on management sciences. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be acquiring knowledge of social and professional behavior in other countries and cultures under the theoretical framework of contemporary interculturalists in order to develop trust and business relationships. 	<p>Reading material: <i>Hofstede's cultural dimensions: Understanding workplace values around the world</i> (UEVirtual).</p> <p>Forum 1: "My cultural profile": upload your profile and comment on others'.</p> <p>Reading materials: Hofstede (2002). <i>Exploring Culture</i> (pages 3-6, 17-27 of the PDF; UEVirtual).</p> <p>Bird, et al. (2010). <i>Defining the content domain of intercultural competence for global leaders</i> (UEVirtual).</p>
<p>2nd</p> <p>27 August – 01 September</p>	<p>Weekly Theme: Theoretical frameworks of contemporary interculturalists and Questionnaire construction</p> <p>August 27th Local session. How culture affects society through the educational system, family, cultural traditions, religion, and the meaning of life. Barriers to good intercultural communication. Case studies of managing intercultural conflict by using Cultural Dimensions. Clark Worthy's notion of a Cultural Learning Curve. Explanation of Team Collaborative Research Projects and Integrative Research Essay and Integrative Research Presentation.</p> <p>August 29th Local session. How technology affects education and impacts culture and society. Form collaborative research groups. Discussion/implementation of the "Team Charter to improve team performance" tool. Explanation of questionnaires. Questionnaire structure and instrument building. View example questionnaires and start questionnaire construction.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be learning how to use research tools. • Will be building the basic technical and social skills necessary to work in a virtual collaborative environment on collaborative projects. 	<p>Reading material: Berry (2014). "Communication tips for global virtual teams" (UEVirtual).</p> <p>Forum 2: Present questionnaire first drafts, give peer feedback.</p>

<p>3rd</p> <p>03 – 08 September</p>	<p>Weekly Theme: Developing trust in international business relationships and Intercultural Management and the low-context environment: Communication with American associates</p> <p>September 3rd Local session. Communicating across cultures: Intercultural awareness and sensitivity. Identification and risk of stereotyping. Review questionnaire first drafts: Professor's feedback. Questionnaire usage: How to conduct interviews with a questionnaire. The importance of note-taking and keeping an observation journal. Questions and protocols for the first videoconference session. Tools for effective virtual interaction with international partners. Teamwork skills to be used in class and with international partners. Prepare for first videoconferencing session with US partners.</p> <p>September 5th Videoconferencing synchronous session with US partners: Introductions. Getting to know US students. Discuss Collaborative Research Projects. Note-taking for observation journal. Debrief first videoconferencing session. Discussions based on the reading materials. Conducting interviews: Tips and advice.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be building the basic technical and social skills necessary to work in a virtual collaborative environment on collaborative projects. • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. 	<p>Reading material: Selected article (UEVirtual).</p> <p>Out-of-class activity: Contact your ECU partner.</p> <p>Reading materials: Selected article (UEVirtual).</p> <p><i>Time is money: US negotiating behavior</i> (2002, UEVirtual).</p> <p>Out-of-class activities: Conduct interviews using final questionnaires.</p> <p>Upload interview recordings.</p>
<p>4th</p> <p>10 - 15 September</p>	<p>Weekly Theme: Working in teams with American associates</p> <p>September 10th Videoconferencing synchronous session with US partners: Educational system and your professional life. Discussion of how technology affects education and impacts culture and society. Note-taking for observation journal. Debrief second videoconferencing session. Discussions based on the reading materials. Collaborative Research Projects: Tips and advice.</p> <p>September 12th Videoconferencing synchronous session with US partners: How culture affects society through family and cultural traditions. Note-taking for observation journal. Debrief third videoconferencing session. Discussions based on the reading materials. Progress check: Collaborative Research Projects.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. 	<p>Reading material: Selected article (UEVirtual).</p> <p>Out-of-class activity: Virtual team meeting with your ECU partner. Discuss Collaborative Research Projects.</p> <p>Reading material: Selected article (UEVirtual).</p>

<p>5th</p> <p>17 – 22 September</p>	<p align="center">Weekly Theme: Working in Teams with American Associates</p> <p>September 17th Videoconferencing synchronous session with US partners: How culture affects society through religion and the meaning of life. Note-taking for observation journal. Debrief fourth videoconferencing session. Discussions based on the reading materials. Explanation of Collaborative Research Project Presentation criteria.</p> <p>September 19th Videoconferencing synchronous session with US partners: How culture affects society through stereotypes and prejudice. Note-taking for observation journal. Debrief fifth videoconferencing session. Discussions based on the reading materials. Final questions regarding Collaborative Research Project Presentations.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. 	<p>Reading material: Selected article (UEVirtual).</p> <p>Upload Collaborative Research Project PPTs and interview recordings.</p>
<p>6th</p> <p>24 – 29 September</p>	<p align="center">Weekly Theme: The project outcome with American associates and The Peruvian context</p> <p>September 24th Videoconferencing synchronous session with US partners: Collaborative Research Project Presentations. Collaborative research project presentations. Note-taking for observation journal. Debrief interactions with ECU students. Comparison of Anglo culture and Latin American culture. Practice connecting via the Zoom platform.</p> <p>September 26th Local session. Hispanic and Peruvian culture: Behavior patterns at the Latin American workplace. The Peruvian business environment: myths and reality. Compare and contrast the Peruvian context and its implications on business with the contexts and implications of other nations. Example Research Article Mini-Presentation: Workplace dimensions: Hierarchy in the organization, power & status, gender & women in the workplace, privacy & personal relations, etc. Explain requirements for in-class research article presentations. Assign articles to pairs for mini-presentations.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. • Will be familiar with the structure presented in scientific journals through the review of research papers on the topic of the course. 	<p>Reading materials: Romero (2004) <i>Hispanic Identity and acculturation: Implications for Management</i> (UEVirtual).</p> <p>Friedrich, Mesquita & Hatum (2006). <i>The Meaning of Difference</i> (UEVirtual).</p> <p>Romero (2004). <i>Latin American Leadership El Patron and el Lider Moderno</i> (UEVirtual).</p> <p>Forum 3: Opinions, impressions about what was learned through the video conferences with ECU.</p> <p>Reading material: Selected articles (UEVirtual).</p> <p>Out-of-class activity: Prepare your research article mini-presentation with a partner.</p>

<p>7th</p> <p>01 - 06 October</p>	<p>Weekly Theme: Research findings regarding Intercultural Management for International Business</p> <p>October 1st Online synchronous session. Via Zoom, give mini-presentations on the assigned articles in pairs. Note-taking for observation journal. Prepare for first videoconference session with Chinese partners. Review for the midterm exam.</p> <p>October 3rd MIDTERM EXAM.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be familiar with the structure presented in scientific journals through the review of research papers on the topic of the course. 	<p>Reading materials (for Week 9): Hofstede & Bond (1988). <i>The Confucius connection: From cultural roots to economic growth</i> (pages 1-4, 10-17; UEVirtual).</p> <p>Fan (2000). <i>A classification of Chinese culture</i> (UEVirtual).</p> <p>Review for Midterm Exam.</p> <p>Out-of-class activity: Contact your BTTC partner.</p>
<p>8th</p> <p>08 - 13 October</p>	<p>MIDTERM EXAMS</p>	
<p>9th</p> <p>15 - 20 October</p>	<p>Weekly Theme: Intercultural Management and the high-context environment: Communication with Chinese associates</p> <p>October 15th Videoconferencing synchronous session with Chinese partners: Introductions and the Educational system and your professional life. Review midterm exam. Review high context vs. low context cultures. Getting to know Chinese students. Discussion of how technology affects education and impacts culture and society. Discuss Collaborative Research Projects. Note-taking for observation journal. Debrief first videoconferencing session. Discussions based on the reading materials.</p> <p>October 23rd Videoconferencing synchronous session with Chinese partners: How culture affects society through family and cultural traditions. Note-taking for observation journal. Debrief second videoconferencing session. Discussions based on the reading materials. Progress check: Collaborative Research Projects.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. 	<p>Reading materials: Zhu & McKenna (2007). <i>Negotiating with the Chinese: Success of the initial meetings is key</i> (UEVirtual).</p> <p>Selected article (UEVirtual).</p> <p>Out-of-class activity: Virtual team meeting with your BTTC partner. Discuss Collaborative Research Projects.</p> <p>Reading materials: Selected article (UEVirtual)</p>
<p>10th</p> <p>22 - 27 October</p>	<p>Weekly Theme: Working in teams with Chinese associates</p> <p>October 22nd Videoconferencing synchronous session with Chinese partners: How culture affects society through family and cultural traditions. Note-taking for observation journal. Debrief third videoconferencing session. Discussions based on the reading material.</p> <p>October 24th Videoconferencing synchronous session with Chinese partners: How culture affects society through stereotypes and prejudice.</p>	<p>Reading material: Selected articles (UEVirtual).</p> <p>Upload Collaborative Research Project PPTs.</p>

	<p>Note-taking for observation journal. Debrief fifth videoconferencing session. Discussions based on the reading materials. Final questions regarding Collaborative Research Project Presentations.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. 	
<p>11th 29 October - 03 November</p>	<p>Weekly Theme: The project outcome with Chinese associates and Communication with Japanese associates</p> <p>October 29th Videoconferencing synchronous session with Chinese partners: Collaborative Research Project Presentations. Give collaborative research project presentations. Note-taking for observation journal. Debrief experiences with Chinese associates. Prepare for first videoconference session with Japanese partners.</p> <p>October 31st Videoconferencing synchronous session with Japanese partners: Introduction. Getting to know Japanese students. Discuss Collaborative Research Projects. Note-taking for observation journal. Debrief first videoconferencing session. Discussions based on the reading material.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. 	<p>Reading material: Selected article.</p> <p>Forum 4: Opinions, impressions about what was learned through the video conferences with BTTC.</p> <p>Out-of-class activity: Contact your RUJ partner.</p> <p>Reading material: Selected article.</p> <p>Out-of-class activity: Virtual team meeting with your RUJ partner. Discuss Collaborative Research Projects.</p>
<p>12th 05 - 10 November</p>	<p>Weekly Theme: Working in teams with Japanese associates</p> <p>November 5th Videoconferencing synchronous session with Japanese partners: Educational System and your professional life. Discussion of how technology affects education and impacts culture and society. Note-taking for observation journal. Debrief second videoconferencing session. Discussions based on the reading materials.</p> <p>November 7th Videoconferencing synchronous session with Japanese partners: How culture affects society through family and cultural traditions. Note-taking for observation journal. Debrief third videoconferencing session. Discussions based on the reading materials. Progress check: Collaborative Research Projects.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. 	<p>Reading material: Selected articles (UEVirtual).</p> <p>Reading materials: Selected article.</p>

	<ul style="list-style-type: none"> • Will be part of an international community of students and will experience working in international partnership. 	
<p>13th</p> <p>12 - 17 November</p>	<p>Weekly Theme: Working in teams with Japanese associates</p> <p>November 12th Videoconferencing synchronous session with Japanese partners: How culture affects society through religion and the meaning of life. Note-taking for observation journal. Debrief fourth videoconferencing session. Discussions based on the reading materials.</p> <p>November 14th Videoconferencing synchronous session with Japanese partners: How culture affects society through stereotypes and prejudice. Note-taking for observation journal. Debrief fifth videoconferencing session. Discussions based on the reading materials. Final questions regarding Collaborative Research Project Presentations.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. 	<p>Reading material: Selected articles.</p> <p>Upload Collaborative Virtual Team Project PPTs and interview recordings.</p>
<p>14th</p> <p>19 - 24 November</p>	<p>Weekly Theme: The project outcome with Japanese associates and Consolidating theory and experience for Intercultural Management</p> <p>November 19th Videoconferencing synchronous session with Japanese partners: Collaborative Research Project Presentations. Give collaborative research project presentations. Note-taking for observation journal. Debrief experiences with Japanese associates. Explanation of requirements for Integrative Research Essays and Presentations.</p> <p>November 21st Local session. Reflection on the three VC link experiences. Compare and contrast Eastern & Western culture. Trompenaars's view of Cultural Dimensions. Intercultural Management: Resolving conflict. Review requirements for Integrative Research Essays. Review requirements for Integrative Research Presentations.</p> <hr/> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Will be able to adapt collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • Will be able to identify high context vs. low context communication orientation in diverse communities and learn about the power of diversity. • Will be part of an international community of students and will experience working in international partnership. • Will understand behavioral systems in Anglo-Saxon regions as well as the Far East and how to relate these systems with national and regional differences, which has implications for international business and the work environment in Latin America. • Will know national cultural model theories from theorists such as Hofstede and Trompenaars and those theories' implications on management sciences. 	<p>Reading material: Trompenaars (1996). <i>Resolving international conflict: Culture and business strategy.</i> (UEVirtual).</p> <p>Forum 5: Opinions, impressions about what was learned through the video conferences with RUJ.</p> <p>Reading material: Smith (2014). <i>Working at a Distance</i>, chapters 1 & 2 (UEVirtual).</p>

<p>15th</p> <p>26 November – 01 December</p>	<p>Weekly Theme: International Virtual Teams: Review of what has been learned</p> <p>November 26th Local session. Integrative Research Presentations on research findings regarding Cultural Dimensions in Peru and other countries. Discussion of how to improve the utilization of virtual team tools for Intercultural Management. Reflection on possible improvements in Intercultural Management. Review for the final exam.</p> <p>November 28th FINAL EXAM.</p>	<p>Upload Integrative Research Essays & Presentation PPTs on UEVirtual: Results and analysis of research: Cultural Dimension comparison of Peru and the countries analyzed during the semester: American, Chinese and Japanese.</p> <p>Review for the Final Exam.</p>
<p>16th</p> <p>03 - 08 December</p>	<p>FINAL EXAMS</p>	

VIII. Bibliography

The following resources are available either on UEVirtual or in the Biblioteca Digital. "Selected articles" not listed in this bibliography of principal sources will be posted on UEVirtual.

- Arellano, R. (2012). Somos más que siesta y fiesta: Doce mitos y verdades sobre América Latina. Lima: Planeta.
- Berry, P. (2014, October 30). Communication tips for global virtual teams. Retrieved from <https://hbr.org/2014/10/communication-tips-for-global-virtual-teams>
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- Romero, E. J. (2004). Hispanic identity and acculturation: implications for management. *Cross Cultural Management: An International Journal*, 11(1), 62-71.
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- Trompenaars, F. (1996). Resolving international conflict: Culture and business strategy. *Business Strategy Review*, 7(3), 51-68.
- United States Institute of Peace. (2002, October). *Special report: US negotiating behavior*. Washington, DC.
- Zhu, Y., McKenna, B., & Sun, Z. (2007). Negotiating with Chinese: success of initial meetings is the key. *Cross Cultural Management: An International Journal*, 14(4), 354-364.

IX. Course Policies

1. All students are required to attend all videoconferencing and local sessions as well as to participate in online sessions. The final grade is the average of class participation based on attendance and active participation (face-to-face and online). Absences must not exceed 20%, or 11 hours. However, if students are absent due to illness and the absence is properly and timely justified, an additional 5% of absences can be accepted. Any student who exceeds these percentages will not be allowed to take the final exam.
2. As we are linking with different students across the world it is crucial that all students be punctual so as not to keep any of our partner universities waiting. Two tardy arrivals will be equivalent to one absence, so get to class on time and, if possible, 5 minutes earlier.
3. Partners' contact information will be provided by the professor. To facilitate identification, please come to each videoconferencing link session with your name tag (format available).
4. NO food or drink is allowed in the classroom.
5. NO side conversations should take place during the videoconferencing sessions. Our microphones are very sensitive, so your international partners will hear everything you say.
6. Chat rooms: No slang is permitted.
7. Mobile devices are allowed in class provided they are used for learning purposes like taking notes and doing research about the topics discussed in class.
8. Plagiarism and cheating are unacceptable. If you are caught plagiarizing or cheating, you will be penalized.
9. For online synchronous sessions, students MUST have access to and utilize a webcam and microphone. If the student's face cannot be seen for the ENTIRE online synchronous session, the student shall be considered ABSENT.

X. Professor

Stella Tippin de Malpica

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Stella Tippin de Malpica, Master of Arts from the Center for Latin American Studies at the University of Florida (UF), Gainesville, Florida – USA. I am from the state of Michigan in the United States and attended university as a National Merit Scholarship Finalist at Spring Arbor University, from which I graduated first in my class. I hold a Bachelor of Arts degree in two majors, Spanish and Communication. In the latter major, I concentrated in Professional Writing and Intercultural Communication. While at Spring Arbor University, I wrote for the student newspaper, *The Crusader*, and was president of the Creative Writing Club. As an undergraduate student, I received the Benjamin A. Gilman International Scholarship to study in the Programa de Español para Extranjeros at Universidad Ricardo Palma in Lima, Peru. I worked as a research assistant both at Spring Arbor University and at University of Florida. At University of Florida, I received the Tinker Field Research Grant to conduct research for a summer in Lima, Peru. Upon graduating, I moved to Peru and worked for five years as a teacher and later as the Programs Coordinator at Pun Kay System, a language institute that prepares Peruvian students to study abroad. At ESAN, in addition to this course, I currently teach courses for the English Programme (undergraduate and postgraduate), and the Psychology Department.