

8-8-2017

# BUILDING THE NEW BABEL OF TRANSNATIONAL LITERACIES: PREPARING EDUCATION FOR WORLD CITIZENS

Xiaobo Wang  
*Georgia State University*

Follow this and additional works at: [https://scholarworks.gsu.edu/english\\_diss](https://scholarworks.gsu.edu/english_diss)

---

## Recommended Citation

Wang, Xiaobo, "BUILDING THE NEW BABEL OF TRANSNATIONAL LITERACIES: PREPARING EDUCATION FOR WORLD CITIZENS." Dissertation, Georgia State University, 2017.  
[https://scholarworks.gsu.edu/english\\_diss/182](https://scholarworks.gsu.edu/english_diss/182)

This Dissertation is brought to you for free and open access by the Department of English at ScholarWorks @ Georgia State University. It has been accepted for inclusion in English Dissertations by an authorized administrator of ScholarWorks @ Georgia State University. For more information, please contact [scholarworks@gsu.edu](mailto:scholarworks@gsu.edu).

BUILDING THE NEW BABEL OF TRANSNATIONAL LITERACIES:  
PREPARING EDUCATION FOR WORLD CITIZENS

by

XIAOBO WANG

Under the Direction of Baotong Gu, PhD

The transnational diasporas in a technological world that is postmodern and posthuman mean both exciting diverse communities and challenging problems. On the one hand, globalization brought human beings the convenience of exchanging ideas, doing business, and building a better world together. On the other hand, the political economy of nation states that shaped non-translational ideologies, created at the same time conflicts and misunderstandings among citizens from different parts of the world.

Responding to the current transnational clashes in flow (information dissemination) and contra flow (surveillance and control of information flow) of our information age, this dissertation builds up a transnational rhetoric and communication

model that can be used to examine the curriculum design, teaching materials, and pedagogy in communication and writing studies, especially in technical communication. In addition, this study investigates the present state of curriculum design, teaching materials, and pedagogies in a southeastern higher education institution. Empirical data was collected from students, instructors, and administrators from different departments of this institution to determine whether and how do curriculum design, teaching materials, and pedagogies frame and teach transnational literacy. Further, to engage the conversation with a national audience, major introductory technical communication textbooks were analyzed based on both the empirical data and the transnational rhetoric and communication model using content analysis. The findings indicate that although curriculum design, textbooks, and pedagogies have transnational components, they generally rely on traditional models and stereotypical examples that cannot meet with students' needs in order for them to become genuine world citizens with transnational awareness and competence. The transnational rhetoric and communication model helps to fill the gaps in curriculum design, textbook revision, and pedagogies in cultivating world citizens.

**INDEX WORDS:** Transnational Literacies, Technical Communication, Professional Communication, Transnational Rhetoric and Communication, Composition, Rhetoric

BUILDING THE NEW BABEL OF TRANSNATIONAL LITERACIES:  
PREPARING EDUCATION FOR WORLD CITIZENS

by

XIAOBO WANG

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

in the College of Arts and Sciences

Georgia State University

2017



BUILDING THE NEW BABEL OF TRANSNATIONAL LITERACIES:  
PREPARING EDUCATION FOR WORLD CITIZENS

by

XIAOBO WANG

Committee Chair: Baotong Gu

Committee: Ashley Holmes

George Pullman

Electronic Version Approved:

Office of Graduate Studies

College of Arts and Sciences

Georgia State University

August 2017



**DEDICATION**

To my family: my grandparents, my father, my mother, my little sister, and all my professors,  
friends, and acquaintances around the globe.



## ACKNOWLEDGEMENTS

I am grateful to so many people without whom I would never have finished writing this dissertation. I thank my mom for being my first teacher and mentor in the English language and for being my role model of a career woman working in the humanities and social work. I thank my dad for having intellectual conversations with me even when he was in hospital during his last days, for always being gentle and open minded, and for shaping my personality. My parents' bookshelves on English language and literature, Chinese language and literature, educational theories and practices, as well as the complete volumes of Marx and Engels brought me up with a mind sensitive to not only to language and culture, but also to educational and social issues. I thank my little sister for being a listener even though she is six years younger than me and sometimes could not understand my personal struggles.

I am thankful to the president of Georgia State University, Dr. Mark Becker, for encouraging me to pursue my education abroad after he met me at the international presidents' conference during Lanzhou University's centennial anniversary. I am grateful that he introduced me the U.S. educational system and encouraged me to take the required exams of GRE and TOFLE. I enjoyed our conversations on basic Chinese culture such as the hotpot and chopsticks because he told me he liked the ma (numbing Chinese pepper spice flavor) and the la (spicy flavor), which happened to be my favorite spices.

I am utterly grateful to my advisor and dissertation chair, Dr. Baotong Gu, who introduced me to the concept of rhetoric and composition. His brief yet significant introduction to the American academia and academic job market during the phone interview for my Ph.D. program gave me the basic ideas about everything happened later in my academic journey to the U.S. I thank him for encouraging me to apply for the Second Initiative Fellowship at Georgia

State so my journey was made possible financially. I thank him for his tireless mentorship both in my academic life and in my personal life. I thank him for his willingness to collaborate with me and help me with my manuscripts and dissertation drafts.

I am grateful to my dissertation readers Drs. Ashley Holmes and George Pullman for their patience, their mentorship, and their priceless pedagogies. For I knew when I took their courses that I would have them on my committee because of their knowledge and passion in the field. For Dr. Holmes, I am indebted to her Contemporary Rhetorical Theories course, I have picked several of my favorite theoretical frameworks from her class, and I would have never been able to engage in such an academic exploration without the readings, blog writing assignments, class discussions, and presentations. I am also thankful because her dedication to public pedagogy and the rhetoric of the public spheres sets up such a brilliant example for me. In addition, I could have forgotten CFP deadlines without her service to our department because of her regular posts to the rhetoric and composition blog.

I am grateful to Dr. Pullman in that he had invited me to edit the class wiki on Chinese rhetorical history and major figures, which opened an exciting and inclusive door for me on comparative and transnational rhetorical studies. I thank him for teaching Historical Foundations of Rhetoric in such a rigorous and intensive way that I had learned so much when looking back to my first semester at GSU. I am thankful to have a professor who is not only interested in but also knowledgeable about my own culture and rhetorical traditions. I enjoyed all the conversations I had with him no matter it was in the classroom, in his office, or at a Chinese restaurant with my advisor when we were out at conferences.

I am truly grateful that I met so many mentors and scholars such as Suresh Canagarajah and Michael Day who have been my role models along the way. Drs. Kent Ono, Hui Wu, Tarez

Graban, Arebella Lyon, Luming Mao, Bo Wang, Rebecca Dingo, Xiaoye You, Huiling Ding, Douglas Eyman, Huatong Sun, and Angela Haas have invested their time talking to me either on my academic research or on the academic job market.

I am deeply indebted to all my friends and classmates, Cheng Ma, Hongzhen Zhao, Xiuxia Ma, Marcia Bost, Valerie Robin, Qi Wang, Christopher Toula, Adam James Smith, Kristen Ruccio, Chen Grace Chen, Zhaozhe Wang, Li Li, Xinqiang Li, Chenchen Huang, Jill Yang, Yunye Yu, Meng Yu, Lin Dong, Ann Melfi, Shannon Lee, Ann Marie Francis, Don Gamill, my roomie Shequita Campbell, and others who have devoted their time to visit me, talk with me, and/or hang out with me during the difficult time when my dad got cancer and passed away.

I also want to thank the mentorship and support I have received from the NCTE (National Council of Teachers of English) Asian/Asian American Caucus. Jennifer Sano-Fanchini, Linh Dich, Chanon Adsanatham, and many others have been sources of support and encouragement. Jennifer has always been encouraging and working on inclusion of Asian/Asian American caucus members old and new. Linh's presentation at the Cs inspired me and her mentorship at Computers and Writing conference made me feel at home in the U.S. Chanon had sent me job search workshop materials and gave me suggestions and encouragement throughout the job searching process.

I want to extend my heartfelt thanks to the brilliant professors and mentors from my department: Dr. Lynée Lews Gaillet, whose Enlightenment Rhetoric course have inspired me to make my very first attempt on comparative rhetorical studies; Dr. Elizabeth Sanders Lopez, whose Research Methodology course taught me to carry out ethnographical and empirical research, and who had lent me many of her textbooks for me to conduct the textbook analysis;

Dr. Lighstey, whose Middle English course was full of wit and cultural investigations; Dr. Burmester, whose Roman Rhetoric course illustrated how the ancient rhetorical traditions can be taught today using both traditional course design and the digital media; Dr. Malinda Snow, who does not only remind the department every week about the yoga classes at Troy Moore Library, but also her Practical Grammar course that uses both contemporary texts and 17<sup>th</sup> century texts to teach grammatical diagraming, which was such a sweet struggle that I had to encourage my students to practice; Dr. Mary Hocks, whose Computer and Composition course fascinated me and inspired me to make constant connections between multimodality and literacy; Dr. Michael Harker, whose Composition Theory course inspired me to study literacy from a transnational and comparative perspective.

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>1 INTRODUCTION.....</b>	<b>1</b>
<b>2 LITERATURE REVIEW .....</b>	<b>1</b>
<b>2.1 Intercultural Rhetoric &amp; Communication: Foundational Models.....</b>	<b>1</b>
<b>2.2 Simulation, Ideograph, &amp; Fragmentation: Accessing Postmodern Transnational         Rhetoric &amp; Communication in Visual &amp; Digital Era .....</b>	<b>6</b>
<i>2.2.1 Simulation &amp; the Postmodern Reality.....</i>	<i>7</i>
<i>2.2.2 Ideograph &amp; Fragmentation of Postmodern Culture.....</i>	<i>10</i>
<i>2.2.3 “Death of the Subject”: Postmodern Subject &amp; Its Fragmentation .....</i>	<i>16</i>
<b>2.3 Cosmopolitan Ideal &amp; World Citizenship Throughout Time.....</b>	<b>18</b>
<i>2.3.1 Greek Tradition.....</i>	<i>18</i>
<i>2.3.2 Enlightenment.....</i>	<i>21</i>
<i>2.3.3 Eighteenth &amp; Nineteenth Century.....</i>	<i>22</i>
<i>2.3.4 Contemporary.....</i>	<i>23</i>
<b>2.4 Cosmopolitan Pedagogy: Moral Education &amp; Bildung/Formation in Writing         Classrooms.....</b>	<b>28</b>
<i>2.4.1 The Formation of World Citizens.....</i>	<i>28</i>
<i>2.4.2 The Advantage of Cosmopolitanism &amp; Its Connection to Transnational &amp; Transcultural Rhetoric &amp; Communication .....</i>	<i>30</i>
<b>3 THATCHER’S INTERCULTURAL RHETORIC &amp; COMMUNICATION     MODEL: A CASE &amp; A FOUNDATION.....</b>	<b>33</b>
<b>3.1 Onion Model of Culture &amp; Rhetoric .....</b>	<b>34</b>

3.2	Three Inner Layers of Intercultural Rhetorical Model.....	36
3.3	Connecting Contrastive Rhetorics to Intercultural Rhetoric & Writing Pedagogies.....	37
3.4	Professional Communications & Organizational Theory Across Cultures.....	39
3.5	Textbook Analysis.....	39
3.6	Sample Course & Assignments.....	42
3.7	Discussions and Critique .....	45
	3.7.1 <i>Thatcher's Contribution to Intercultural Rhetoric &amp; Professional                     Communication.....</i>	46
	3.7.2 <i>Calling for Cosmopolitan Approach .....</i>	46
	3.7.3 <i>Summary .....</i>	48
4	TRANSNATIONAL RHETORIC & COMMUNICATION MODEL .....	50
4.1	On the Intercultural, Comparative, & Transnational.....	50
4.2	ATTW's Code of Ethics.....	57
	4.2.1 <i>Roles &amp; Responsibilities .....</i>	57
	4.2.2 <i>Principles in Practice .....</i>	57
4.3	NCTE's Stance on Literacy.....	59
	4.3.1 <i>Understanding Social &amp; Cultural Practices .....</i>	60
	4.3.2 <i>Understanding Transnational Communicative Practices .....</i>	61
	4.3.3 <i>Reading &amp; Composing Multimedia Texts .....</i>	62
	4.3.4 <i>Understanding Media Coverage &amp; Mass Media.....</i>	63
4.4	IEEE Mission Statement & Strategic Plan .....	64
4.5	Culture & Literacy .....	66
	4.5.1 <i>Literacy &amp; the Culturally Defined Literacy .....</i>	67
	4.5.2 <i>Literacy &amp; Diversity .....</i>	69

4.5.3	<i>Globalization &amp; Transnational Literacy</i> .....	70
4.6	<b>Culture, Identity, &amp; Subjectivity</b> .....	70
4.6.1	<i>Identity &amp; the Culturally Defined Identity</i> .....	71
4.6.2	<i>Ideology &amp; Identity</i> .....	72
4.6.3	<i>Born Not Equal</i> .....	73
4.6.4	<i>Globalization, Citizenship, &amp; Cosmopolitanism</i> .....	74
4.7	<b>Global Communication in the Postmodern Digital Era</b> .....	75
4.7.1	<i>Global Identity</i> .....	75
4.7.2	<i>Intensification of the Fragmented Subject</i> .....	76
4.8	<b>Transnational Rhetoric &amp; Communication Model</b> .....	76
4.8.1	<i>Abstract/Overriding Codes</i> .....	83
4.8.2	<i>Operational Codes</i> .....	84
4.8.3	<i>Note on Language Learning &amp; Comparative Rhetoric</i> .....	93
5	<b>Empirical Study: Surveys &amp; Interviews</b> .....	95
5.1	<b>Research Background &amp; Hypothesis</b> .....	95
5.2	<b>Purpose of the Empirical Research</b> .....	97
5.3	<b>Research Questions</b> .....	97
5.4	<b>Self-Report Data and Tool Design: Survey, Interview, &amp; Correspondence</b> .....	98
5.4.1	<i>Pilot Study</i> .....	98
5.4.2	<i>Survey Design</i> .....	99
5.4.3	<i>Interview Design</i> .....	100
5.5	<b>Data Collection</b> .....	101
5.5.1	<i>IRB Approval &amp; Data Collection</i> .....	101
5.5.2	<i>Recruitment</i> .....	101

5.5.3	<i>Conducting the Survey</i> .....	102
5.5.4	<i>Conducting the Interviews</i> .....	103
5.6	<b>Data Classification &amp; Coding</b> .....	104
5.6.1	<i>Quantitative Data</i> .....	104
5.6.2	<i>Qualitative Data</i> .....	106
5.6.3	<i>Data Tabulation &amp; Coding</i> .....	106
5.6.4	<i>Data Analysis</i> .....	112
6	<b>TEXTBOOKS ANALYSIS USING TRANSNATIONAL RHETORIC &amp; COMMUNICATION MODEL</b> .....	147
6.1	<b>Theoretical Foundation</b> .....	147
6.2	<b>Rationale for the Textbooks Chosen</b> .....	151
6.3	<b>Research Methodology</b> .....	153
6.4	<b>Textbook Analysis</b> .....	153
6.4.1	<i>Tolerance, Care, Compassion, &amp; Active Listening</i> .....	155
6.4.2	<i>Computer Mediated Communication, Virtual Travel, &amp; Cultural Literacy</i> .....	159
6.4.3	<i>Physical Travel Techniques: Passport, Visa, &amp; Border Crossing</i> .....	163
6.4.4	<i>Ideological Considerations: Religion</i> .....	164
6.4.5	<i>Historical &amp; Ethical Aspects of Culture</i> .....	165
6.4.6	<i>Language as Cultural Variable</i> .....	166
6.5	<b>Implications</b> .....	168
6.6	<b>Limitations</b> .....	170
7	<b>CONCLUSION</b> .....	172
	<b>REFERENCES</b> .....	175
	<b>APPENDICES</b> .....	207



<b>Appendix A. Survey Questionnaire “Preparing Education for World Citizens” .....</b>	<b>207</b>
<b>Appendix B Syllabi.....</b>	<b>216</b>
<i>Appendix B1 Business Writing .....</i>	<i>216</i>
<i>Appendix B2 Technical Writing .....</i>	<i>228</i>
<i>Appendix B3 International Political Economy of the Media .....</i>	<i>232</i>
<i>Appendix B4 Communication in a Global Context .....</i>	<i>241</i>
<i>Appendix B5 Global Business.....</i>	<i>253</i>
<i>Appendix B6 International Business Negotiation .....</i>	<i>265</i>
<i>Appendix B7 Business in Asia .....</i>	<i>278</i>
<i>Appendix F8 First Year Composition I .....</i>	<i>291</i>
<i>Appendix F9 First Year Composition II.....</i>	<i>298</i>

## LIST OF TABLES

<b>Table 1 Thatcher's Model of Culture &amp; Rhetoric (Thatcher, 2013, p4).....</b>	<b>34</b>
<b>Table 2 Thatcher's Table on the Impact of English Language on a Global Scale.....</b>	<b>38</b>
<b>Table 3. Codes of Transnational Rhetoric &amp; Communication Model .....</b>	<b>85</b>
<b>Table 4. Transnational Rhetoric &amp; Communication Variables .....</b>	<b>87</b>
<b>Table 5. Content Analysis Codes .....</b>	<b>111</b>
<b>Table 6. Students' Choices on the Technical Communication Courses Taken.....</b>	<b>114</b>
<b>Table 7. Course Level &amp; Requirement Options.....</b>	<b>115</b>
<b>Table 8. Student Populations: Demographic Information .....</b>	<b>116</b>
<b>Table 9. Department of English, Curriculum Evaluation on Transnational Rhetoric &amp; Communication .....</b>	<b>118</b>
<b>Table 10. Department of Communication, Curriculum Evaluation on Transnational Rhetoric &amp; Communication.....</b>	<b>120</b>
<b>Table 11. Institute of International Business, Curriculum Evaluation on Transnational Rhetoric &amp; Communication.....</b>	<b>121</b>
<b>Table 12. Satisfaction on Transnational Aspects of Textbooks .....</b>	<b>126</b>
<b>Table 13. Perceptions on How Textbook(s) Did in Teaching Globalization, Identities, &amp; International Media .....</b>	<b>127</b>
<b>Table 14. Department of English: Evaluation on Textbook's Transnational Perspectives</b>	<b>130</b>
<b>Table 15. Department of Communication: Evaluation on Textbooks' Transnational Perspective .....</b>	<b>132</b>
<b>Table 16. Institute of International Business: Evaluation on Textbooks' Transnational Perspective .....</b>	<b>133</b>

<b>Table 17. Evaluation on Instructors' Transnational Pedagogy.....</b>	<b>134</b>
<b>Table 18. Genres &amp; Teaching Materials Used in Technical Communication Classrooms</b>	<b>135</b>
<b>Table 19. Department of English, Pedagogical Evaluation on Transnational Rhetoric &amp; Communication .....</b>	<b>141</b>
<b>Table 20. Department of Communication, Pedagogical Evaluation on Transnational Rhetoric &amp; Communication.....</b>	<b>142</b>
<b>Table 21. International Institute of Business, Pedagogical Evaluation on Transnational Rhetoric &amp; Communication.....</b>	<b>144</b>

## LIST OF FIGURES

<b>Figure 1. Thatcher's Intercultural Rhetoric &amp; Professional Communication Model.....</b>	<b>35</b>
<b>Figure 2. Thatcher's Three Inner Layers of Intercultural Rhetorical Model.....</b>	<b>37</b>
<b>Figure 3. Postmodern &amp; Posthuman Self in Transnational Context .....</b>	<b>78</b>
<b>Figure 4. Transnational Rhetoric &amp; Communication Model: Interaction Between Postmodern &amp; Posthuman Subjects.....</b>	<b>79</b>
<b>Figure 5. Transnational Rhetoric &amp; Communication Model: Interaction Among Postmodern &amp; Posthuman Subjects.....</b>	<b>80</b>
<b>Figure 6. Percentage of Students Who Have Taken Technical Communication Course(s) .....</b>	<b>114</b>
<b>Figure 7. Percentage of Students Who Have Taken &gt;1 and ≤1 Technical Communication .....</b>	<b>114</b>

## 1 INTRODUCTION

The cosmopolitan ideal of education aims at the transformation of individuals to world citizens who serve and work in nations other than their own nation states. World citizens have the moral responsibility for themselves and all human beings regardless of their nationalities, ethnic backgrounds, etc. This notion of world citizen can be traced back to Greek rhetoricians who value the idea of traveling across borders. Nevertheless, in the global village era, with technological conveniences, world citizenship might not be confined to real geographical travel, but more often virtual and digital travel. When fast-speed online dialogues and real-time international communication cannot fulfill the task of students' comprehension in global publics, textbooks and pedagogical design would play a significant role in helping students handle cultural conflicts and fulfill workplace tasks in contemporary clashes of civilizations, which are frequently caused by globalization and the so-called development. However, while technical communication curriculum design, textbooks, and pedagogies serve their ends to some extent, issues such as students' identities, world Englishes, cultural literacy, and so on are not fully recognized and stressed.

Matsuda and Matsuda, after analyzing eight popular entry-level technical communication textbooks, propose to "reimagine students in the classroom as citizens of the world" (p.189). This proposal resonates with Thrush and Thevenot's paper "Globalizing the Technical Communication Classroom: Killing Two Birds with One Stone." Technical communication instructors face a two-fold challenge as Thrush and Thevenot claim: one is to teach "students native to the United States to the complexities of international and multicultural communication"; the other is to help "nonnative speakers of English" develop English skills (p.

65). Both studies imply the importance of helping students to become world citizens who can handle multicultural rhetorical settings.

Whereas scholarly efforts are being made in the field of intercultural technical communication, not all universities, instructors, and students share the awareness of intercultural rhetoric and communication. Students lack the intercultural awareness, literacy, and competence that the global market and working environment requires. In departments where little or no attention has been paid to intercultural rhetoric and communication in curriculum design, both international students and U.S. native students, as well as native and nonnative instructors of rhetoric and communication will benefit from endeavors in addressing intercultural rhetoric and communication from a cosmopolitan perspective. Improving and revising textbooks will start to fill such gap between theory and practice, between scholarly research and pedagogical applications.

Many scholars have employed a holistic approach that can include different rhetorical systems in, and therefore balance the power relationship and enhance bilateral and multilateral understandings both in the classroom and in the workplace. Recent scholarship in the field of intercultural rhetoric and communication, such as Ding and Savage's literature review (pp. 1-9), suggests that teacher training and curriculum design be considered; textbooks and teaching materials teach more on intercultural communication and stress the role and impact of mass media, new media, and the Internet in intercultural and multicultural communication; research the complexity of cultures and cultural identities caused by the displacement of time and space; the postmodern fragmentation of self and intertextuality of cultures also be marked; students' intercultural awareness and literacy, especially in the often times diverse U.S. classrooms, can be used as an exemplary site to make students become genuine world citizens who can better

understand each other in workplaces and in real life. Given this background, my research questions are:

1. How transnational rhetoric and communication are framed and presented in curriculum design, textbooks, and pedagogy at a southern Ph.D. granting university?
2. To what extent do current curriculum design, textbooks, and pedagogy integrate transnational and international issues?
3. How, if at all, do curriculum design, textbooks, and pedagogy help students to become cosmopolitan technical communicators?
4. How can we revise methodologies and pedagogies in technical communication textbooks to foster world citizenship?

These questions, if effectively answered, should connect theory with practice and help to foster students' transnational literacies, i.e., instructors' and students' awareness of transnational issues; understanding of their transnational identities; and their transnational rhetoric and communication competence in a technological world. For this end, after reviewing the literature and building up a new theoretical model based on previous frameworks, I conducted surveys and interviews on campus at the chosen southern institute among administrators, instructors, and students in order to examine how transnational awareness, literacies, and related knowledge and skill sets are taught. Asking about experiences, ideas, and opinions about curriculum design, textbooks, pedagogy from the chosen institution was helpful for finding out where the problems and gaps are and which will be the ways to solve the issues. This empirical research also gave me feedbacks on my theoretical model that needed to be adjusted. For textbook analysis, I decided to focus on textbooks that are commonly used at this particular southeastern institution, and textbooks that are reportedly most popular in the field technical communication according to

the criteria of most editions and major publishers. Two textbooks among the twelve chosen worth special attention are: *Professional Writing Online* (James E. Porter, Patricia Sullivan, Johndan Johnson-Eilola, Longman Publication Group, 2000), and *Online Technical Writing: Free Online Textbook for Technical Writing* (David A. McMurrey: <https://www.prismnet.com/~hcexres/textbook/>). The first one, *Professional Writing Online* is a handbook for the Purdue Online Writing Lab (OWL). *Online Technical Writing: Free Online Textbook for Technical Writing* is an entirely free online textbook. Due to the price of all technical communication textbooks, these two are worth knowing owing to their affordability. Based on these criteria, I identified the following 12 textbooks for my in-depth textbook analyses: *Professional Writing Online* (James E. Porter, Patricia Sullivan, Johndan Johnson-Eilola, Longman Publication Group, 2000), *Technical Communication* (Rebecca E. Burnett, 6<sup>th</sup> edition, Cengage Learning, 2004), *Technical Communication: A Reader-Centered Approach* (Paul V. Anderson, 6<sup>th</sup> edition, Wadsworth Publishing, 2007), *The Business Writer's Handbook* (Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu, 9<sup>th</sup> edition, Bedford/St. Martin's, 2009), *Handbook of Technical Writing* (Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu, 10<sup>th</sup> edition, Bedford/St. Martin's, 2011), *Technical Communication Today* (Richard Johnson-Sheehan, 4<sup>th</sup> edition, 2011, Pearson), *The Essentials of Technical Communication* (Elizabeth Tebeaux and Sam Dragga, 2<sup>nd</sup> edition, Exford University Press, 2012), *Technical Communication* (Mike Markel, 11<sup>th</sup> edition, Bedford/St. Martin's, 2012), *Technical Communication: Process and Product* (Sharon J. Gerson and Steven M. Gerson, 8<sup>th</sup> Edition, 2014, Pearson), *Writing That Works* (Walter E. Oliu, Charles T. Brusaw, Gerald J. Alfred, 12<sup>th</sup> edition, 2016, Bedford/St. Martin's), *Technical Communication* (Lannon & Gurak, 14<sup>th</sup> edition, Pearson, 2016), and *Online Technical Writing: Free Online Textbook for Technical Writing*



(David A. McMurrey: <https://www.prismnet.com/~hcexres/textbook/>).

This dissertation is comprised of five Chapters. Chapter 1 of this dissertation reviews literature on foundational models and theoretical frameworks in intercultural rhetoric and communication, postmodern perspectives of mass media and new media, globalization, as well as cosmopolitan philosophy and pedagogy. Chapter 2 is a case study on Barry Thatcher's intercultural rhetoric model and his contribution to intercultural rhetoric and communication. I base my transnational rhetoric and communication model on key concepts he used in his model. In Chapter 3, I build a transnational rhetoric and communication model, from which I have coded operating variables that can be used to analyze curriculum design, textbooks, and pedagogy. I discuss in depth how this transnational rhetoric and communication model involving postmodern fragmented subjects with references to mission statements of major organizations in the field of communication and writing studies; and frameworks on key variables such as culture, literacy, identity, ideology, and subjectivity. Chapter 4 presents the IRB approved empirical research that is comprised of data from interviews and surveys carried out at a southern higher education institution. This research focuses on the analysis of how curriculum, textbooks, and pedagogy in this institution addresses transnational rhetoric and communication, especially in terms of helping students to become transnationally competent genuine world citizens. Chapter 5 analyzes twelve textbooks in technical communication using the transnational rhetoric and communication model and compares the similarities and differences among the textbooks. In addition to the textbook analysis using transnational variables in the transnational rhetoric and communication model, I provide a discussion section at the end of this chapter, in which advantages and disadvantages of the textbooks analyzed will be presented. In Conclusion, I discuss implications and limitations of this dissertation and look ahead into future research plans.

In the Appendix B, I provide the syllabi instructors have contributed. I have also attached my own syllabi from the 1101 and 1102 first year writing courses. These are not technical communication courses, but I have integrated comparative and transnational rhetoric and communication in the computer mediated writing classes.

## **2 LITERATURE REVIEW**

The literature review of this dissertation includes three parts. The first part will be previous research and scholarly work in intercultural rhetoric and communication that is specifically related to technical and professional communication. The second part will be rhetorical and communication theories on mass media, new media, visual and digital rhetoric in relation to multicultural and intercultural rhetoric and communication. The third part will be a literature review on cosmopolitan theories and those that will be conducive to transnational rhetorical and communication studies. The cosmopolitan pedagogy will be especially emphasized as a connecting point with intercultural rhetoric and communication in technical communication and writing textbooks design and classroom practice.

### **2.1 Intercultural Rhetoric & Communication: Foundational Models**

Rhetoric and composition, communication, cultural studies, intercultural organization theories, discourse theories, and theories and methodologies from ESL are all related to intercultural studies, and they can all benefit the field from different perspectives together with the current research on technical and professional communication and writing textbooks. Here in this section of my literature review, I'll focus on foundational models in intercultural rhetoric and communication.

Kaplan's article "Cultural Thought Patterns in Intercultural Education" (1966) and Edward Hall's high and low context cultural theory (1976) are still in scholarly discussion in the field of intercultural communication. Hofstede's cultural dimension theory (2005), which offers cultural dimensions such as power distance (pp. 41-72), individualism vs. collectivism (pp. 74-114), masculinity vs. femininity (pp. 115-162), uncertainty avoidance index (pp. 163-205), long-term orientation vs. short-term orientation (pp. 207-238), and so on are useful approaches to

intercultural communication. However, using binaries can easily generate stereotypes rather than being helpful in a holistic understanding of cultures.

Intercultural rhetoric is both similar to and different from contrastive rhetoric, which emphasizes linguistic studies. Intercultural rhetoric embraces part of the concerns of contrastive rhetoric, but it transcends the research object from linguistic differences to cultural and ideological roots. According to Linda Flower (2000), interculturalism should be “simply defined by broad categories of race, ethnicity, gender, or class,” but instead by the productive negotiation and dialogue between different “personal experimental knowledge” (p. 299), arguing how an intercultural inquiry of learning new literate practices can enable students to encounter and negotiate conflicts caused by cultural assumptions and misunderstandings.

Pedagogy is the rhetorical space where rhetorical and communication theories can be put into practice and tested, therefore guiding textbook revision. Michael Jarvis Kwadzo Bolor, in his “Moving International Technical Communication Forward: A World Englishes Approach,” 1) emphasizes the important need for U.S. native students to have knowledge of cultures other than their own, which is an implication on the establishment of world citizenship; 2) suggests teaching the need-based new English variables in other cultures (p. 136), and argues for the need to offer examples of World English documents in technical communication textbooks and to provide the cultural background that lead to different Englishes, which is an outcome of cultural negotiations.

Hunsinger uses the critical cultural theory of Arjun Appadurai to redefine the concept of culture and cultural identity from the perspective of anthropology and sociology in his “Culture and Cultural Identity in Intercultural Technical Communication” (2012). He holds that curriculum design and pedagogies should move forward to “make learning a way of life that in

the first place is pleasurable and then rigorously critical” (p. 44), which may include teaching materials such as non-Western theories, movies that address intercultural and global issues such as *The Human Race: The Bomb Under the World*, images with “ethoscapes, technoscapes, mediascapes, ideoscapes, finanscapes, and sacriscapes of the globalizing world” from which teachers and students alike can develop their intertextual model of intercultural communication (p. 44). Hunsinger also proposes the need for instructors to supplement textbooks that cover cross-cultural issues from the perspective of how and why cultural practices intertextually construct and mobilize texts and people (pp. 44-46), which resonates with the cosmopolitan ideal of displacement of the individual and service in a foreign land.

Instructors of intercultural technical writing complain textbooks have insufficient examples of intercultural technical writing according to Natalia Matveeva’s survey: 63% instructors said the textbooks need more examples, and 56% instructors said textbooks need more cases (pp. 401-404). Diana L. Cárdenas finds opportunities to develop and enhance students’ “identities as culturally-sensitive communicators and effective problem solvers” (p. 143). She proposes to reconcile the tensions between the universalist approach that contends absolute standards cross cultures and the relativist approach that views ethical standards in a specific context (p. 145) and encourages the collaboration among English native speaker students and nonnative speaker students (pp. 148-149). Her case study proves that engaging students in intercultural communication in the classroom can help “[prepare] students to live in, work at, and contribute to a multicultural society, whether it is across continents or across town” (p. 156). The universal and holistic approach is highly related to the ancient cosmopolitan ideal that focuses on the unselfish and transnational service to humanity besides one’s own fellow countrymen. Barry Thatcher builds an intercultural rhetoric model that outlines intercultural variables and discusses

the impact of ideology on a person's epistemology (2012). He also gives sample syllabi and intercultural documents in *Intercultural Rhetoric and Professional Communication:*

*Technological Advances and Organizational Behavior* (2012). I analyze his models in Chapter 2 as a case since his handbook is a new foundation to bring together the fields of rhetoric and communication by coining the term "intercultural rhetoric and professional communication."

Importantly, Baotong Gu built a rhetorical model of analysis with six variables based on Burke's pentad, namely, exigency, ideology, participants, knowledge creation, knowledge access and control, and communication media (pp. 80-102). He also calls for pluralistic knowledge construction based on the development of the Internet and other communication technologies (pp.231-234), which is not only applicable to the situation in a Chinese knowledge construction, but a transnational and global knowledge construction speaking of transnational rhetoric and communication in a technological world that is postmodern and posthuman. Moreover, Gu's six-dimension model can be applied to transnational engagement. For instance, the exigency of transnational and global technological development requires citizens from all nation states to gain the informational and digital literacy needed in order to move upward in their societies; the ideology, "the invisible driving force behind technology," (p. 83) constructs subjectivities and culture and frames technological design and information flow; participants, which are the human factors in the model, construct and reconstruct different perspectives, values, language, knowledge, etc. in a technological world; knowledge creation, the core activity in technology transfer and development, which is both fragmented and unified in creating public perceptions on knowledge; knowledge access and control, which is an index of power dynamics in the political economy of all participants/agents, should be intervened by the public so it will work for the interest of the entire society; and communication media, which refer to the technological

platforms and channels on the distribution of knowledge, require the agents' attention both on how the knowledge is distributed, where, and in which languages (Gu, 2009, pp. 80-102). This rhetorical model offers us an approach to study the relationship among technologies, ideologies, languages, and literacy in these aspects, especially when they are intertwined often in postmodern and posthuman (Braidotti, 2013, Nayar, 2014, & Bozalek, 2016) era. For instance, with accelerated speed of information flow and contra flow, linguistically familiar and unfamiliar technological developments such as chat bots, how will our subjectivities be constructed and our literacies formed? Or, thinking of technologies such as Google Translate, the posthuman is now helping us to think transnationally.

Many scholars in rhetoric and technical communication and the fields discussed above have noticed the impact of mass media and new media. However, frameworks by Baudrillard and McGee, which are significantly helpful in understanding and approaching postmodern communication, have been largely neglected, which might be caused by the fact that we are still living in our hurried knowledge construction. Baudrillard invented the concepts of simulation and simulacra, which depict the overwhelming speed, categories, and more aspects of the information age. McGee invented the idea of "ideograph," which can be a powerful tool in comparative rhetoric and intercultural rhetoric and communication. Moreover, McGee also arrives at the conclusion of postmodern fragmentation according to Baudrillard, Jameson, and other postmodern theorists. In the next section, I discuss the interconnections among simulation, ideograph, and fragmentation and relate the connections to the postmodern and posthuman rhetorical context.

## **2.2 Simulation, Ideograph, & Fragmentation: Accessing Postmodern Transnational Rhetoric & Communication in Visual & Digital Era**

In the information age, it is crucial for instructors and students to approach cultural implications via visual and digital rhetoric. Teaching new media and mass media requires critical thinking and the ability to distill reality from the explosion of images, audio-visual designs, and a myriad of multimodal texts and contexts. Textual, visual, and other multi-media and multi-layered representations have already challenged the postmodern and post industrial societies, not mentioning the complication of international politics in a “unipolar world” order described by Mattelart (pp. 129-135, 2003). Information dominance, control, and surveillance happen everywhere in our world, even if some countries are more powerful stakeholders than others in the international arena. When literacy becomes and requires electracy (Jeff Rice and Marcel O’Gorman, 2007) or schizophrenic state of being (Jameson, 1991, p.27) in the overwhelming, or rather, pure material signifier/digital culture, we have to acquire the skills and competences in analyzing and understanding our postmodern and posthuman condition, reality, simulations, and affect.

Ihab Hassan (1977) claimed that humanism might come to an end as humanism transforms into the helpless posthumanism. Because the discourse of posthumanism seeks to redefine the boundaries surrounding modern philosophical understanding of the human, it represents an evolution of thought beyond contemporary social boundaries and is predicated on the seeking of reality or truth within a postmodern context. For instance, Hayles’s technological posthumanism illustrates how visual perception and digital representations become more and more paradoxically salient (1999). The use of technology in contemporary societies is therefore to complicate this relationship. To Hayles, posthumanism is characterized by a loss



of subjectivity based on bodily boundaries. However, it is worth noting that this loss of subjectivity is caused by the alienation of the human consciousness with the reality or truth that becomes more and more difficult to approach in the postmodern context. Therefore, seeking truth, finding meaning, and understanding the subjectivities overwhelmed by the technologies and media is utterly important for postmodern and posthuman subjects if they were to understand and liberate themselves from the loss of subjectivities in technological alienation.

### **2.2.1 Simulation & the Postmodern Reality**

Baudrillard tries to find meaning in a contemporary desert of meaninglessness (“La Disparition du Monde Réel/The Disappearance of the Real World”), which is an existential effort in postmodern rhetorical settings. To Baudrillard, mass media brought forth the violence of the images, the death of the subject and the object, and many other issues that haunt the present era. How do we get our resurrection when we realize that commodities and images are overwhelming? How do we balance the banal with the fatal in the indefinable postmodernist world? These are vital to build new models of postmodern and rhetoric and communication.

Baudrillard stresses the present and the absent at the same time as an implication of his hyperreal, which is the real more than the real—the nonreal. Therefore, in classroom settings, we have to help students understand not only how culture and cultures are shaped and communicated, but also how to critically separate meaning and its carrier language because information society renders visuals and digital inventions loaded with ideologies and cultural implications they might ignore due to the explosion of speed and images. For example, the Obamao image has both American and Chinese connotations with Chinese language descriptions. It beheaded Mao and uses Obama’s authority to look into a Chinese future. Or, for

instance, the WeChat app, combine personal communication with payment options, linkedin and facebook registration, and many other transnational features. It can be used to teach students' transnational media literacy.

Baudrillard's early awareness of photographic technology and the television's subversion of time and space lead us to his crystalized idea of simulation (1983). The first part of his *Simulations*—"The Precession of Simulacra"—reveals the fallacy of an existent reality. Drawing our attention to the fallacy of the appearances, he actually achieved his goal of pulling us back to the essence of capitalism and the consumer society. The book's epigraph is:

The simulacrum is never that which conceals the truth—it is the truth which conceals that there is none.

The simulacrum is true.

—Ecclesiastes

This parody of the Bible or his play of words to reach a black humor can be seen as an irony. He also gives the example of the Empire and its fall and then moves to argue the essence of mapping, the precession of simulacra. He loves to use the image of desert, which can be regarded as a symbol of death when he says that the map and the desert both disappear with simulation.

Never again will the real have to be produced—this is the vital function of the model in a system of death, or rather of anticipated resurrection which no longer leaves any chance even in the event of death. A hyper-real henceforth sheltered from the imagery, and from any distinction between the real and the imaginary, leaving room only for the orbital

recurrence of models and the simulated generation of difference. (Baudrillard, 1983, p. 4).

His assertions (1983) are inspiring but depressing, for psychology and medicine have no remedy for this powerful simulation rather than a superficial and recognizable "feigning" (p.5).

The successive phases of the images goes through the following stages according to him:

- 1) the reflection of a basic reality;
- 2) masks and perverts a basic reality;
- 3) masks the absence of a basic reality;
- 4) bears no relation to any reality. (Baudrillard, 1983, p.11)

This process reminds us of the apple trademark, maps, as well as visual and architectural design in Las Vegas. The very act of mapping and imitating is vital to understand Baudrillard and help students distinguish reality from simulation, especially when texts and visuals are loaded with different ideological and cultural connotations. The idea of simulation becomes easy to understand when we take a look at the commoditized postmodern architectures. What they give us is a sense of reality, but they are actually not the reality, but rather simulations. The Window of the World at Shenzhen City, P. R. China (Bohorquez, S. 2016. “Window of the World, Shenzhen.”) is an example of simulation in architectural representation. Hengdian World Studio can be another example (Yan, C. 2011. “If You Build It, They Will Come: Chinese Town Gets Hollywood Makeover.”), and the list goes on and on. The postmodern copy of a copy of a copy phenomenon is just what Baudrillard argues in his *Simulacra and Simulation*. The idea of the “hyper-real” comes from “the precession of simulacra,” which is why he considers cultural and media constructed reality as simulations. Baudrillard (1983) gives the example of Disneyland when he talks about the hyper-real and the imaginary (pp. 23-26). He also refers to the Watergate as the same scenario as Disneyland. He considers the simulative political incantation as a “moebius-spiralling negativity” (p. 30). However, we have to search for the unsaid in his arguments. It seems that he leaves no place for the role of agency due to his negativity on the existence of the masses. Nevertheless, he is trying to put the object in the gaze

so that we as the subject can have a clearer view of the simulations of nihilism in mass media and technologies. Therefore, his theory is not an absolute denial of the reality, but a hyperbole of the simulations in order to present the real. Therefore, rendering space for the object to get closer to the subject with effort. This idea of simulation is thus significant in the invention of any new model in the digital era, including one that has a transnational rhetoric and communication mission because the simulation relates what the media presents with truths, realities, and cultural implications behind commodities, the postmodern and late capitalized world full of ideographs and fragmentations. To help students understand the simulation process in a technological world is significant in cultivating their awareness and literacy to the rhetorical context of the digital world. In addition to the digital technologies of simulation and the like, students will have to be aware of their identities in the fragmented and ideographic postmodern cultural context.

### **2.2.2 Ideograph & Fragmentation of Postmodern Culture**

Ideograph the abstract but frequently used political vocabularies with ideological positions (McGee, 1980, p. 5). Such vocabularies (words and phrases) usually do not have clear definitions but tend to give an impression of clear meaning. For example, democracy, liberty, and freedom seem to be clear but can mean very different things in different ideological systems. Each of these ideographs can mean different things to individuals, institutions, and nation states. McGee (1980) claims that the ideograph is culturally bound and subject to changes in another culture while at the same time may have similarities or consonance with each community's behavior or practice (pp. 15-16). For instance, "democracy" means differently in different cultures according to his theory. The diachronic and synchronic tensions that ideographs create should be our study objectives if we are trying to analyze a given discourse (p. 16). His vertical and horizontal

rhetorical structures and the situational rhetoric structures are helpful in intercultural, comparative, and transnational rhetorical and communication research owing to the investigations into both contemporary and historical knowledge. This journey of archeology of knowledge transcends chronological research on language, speech act, and knowledge within one culture.

For example, McGee's "ideograph" can be explained with Chinese characters, which is a systematic ideographic language. For instance, the word 国家, which is over simply translated into "nation" or "nation state," actually include two words: 国/nation and 家/family. Therefore, this seemingly clear definition "nation family," is culturally bound to the Chinese people and the Chinese socialist ideology of the nation as a family. Another example is 民主, which is generally translated into "democracy," actually means "people as masters." The ideographic phrase 民主 includes two words: 民/people and 主/master. Similarly, 人民, an ideograph which is simply translated into "people," actually means 人/human beings and 民/people, and 人民 is always used with another phrase "群众," to emphasize the Marxist concept "the masses"/人民群众 as opposed to "the government" and the "officials" in a Chinese rhetorical context. The word 民 used to be used in the word "子民," which literally means the "child people" of the heavenly bestowed emperor/ruler. Therefore, a scrutiny of the ideographs in a Chinese context immediately connects the diachronic and synchronic meanings of a series of ideographs. In addition, the ideographic power can reside in visual rhetoric because visual rhetoric is kind of an ideographic representation of meaning and its carrier, or form and content, which is significant in cosmopolitan pedagogy because visual and digital rhetoric help students' cultural awareness and competence. For example, the ideograph 国家/nation family can arouse a sensation of the family,

images of family members, images of other Chinese people and their families, which is basically related to Baudrillard's idea of simulation and simulacra because these images are simulations in the minds of the Chinese people in their rhetorical context. Also, 民主/people master will direct the Chinese people to think of themselves as masters, a concept that is different from the Western democracy. Teaching students transnational literacy then means to help them to imagine different sets of images in different nation states and their cultures so when the ideographs appear in different media, they will have the competency to connect them with visuals and texts alike. This is exactly McGee's focus: how ideology can be seen holistically inside one society's ideographs, and among different society's ideographs, paying attention to both materialistic and mythical demonstrations (pp. 4-17).

McGee also, when talking about definitions of "ideology," claims human beings in groups behave and think differently than human beings in isolation (p.2); he illustrates how the dynamics of the collective mindset and the individual mindset operate according to Symbolists and Materialists respectively (p. 2-3):

- symbolists such as Burke believe that ideology is what people voluntarily participate in whereas Materialists such as Marx holds that ideology is just an illusion or a "lie" that the ruling class uses to control the society;
- Burke's emphasis on the tricked individuals who are more concerned with motive rather than reality and Neo-Marxians' focus on the materiality of the political machine both leads to the fallacy of the "moral" issue.

Therefore, to McGee, symbolists seek to understand the material reality is represented through symbol use, while Materialists interpret how the reality each society is endowed with could affect how people gain power politically: the symbolists' activities are thus mythical and

normative because they cannot get rid of the conventional use of symbols and the archetypal—religious or non-religious rituals; whereas materialists’ neglect of language studies witnesses their failure in revealing the reality that is constructed by language; however, symbolists’ neglect of “non-symbolic environment” found their theory unable to describe how the material environment constructs social reality (p. 3) because it is only one part of the story. McGee proposes that we think of the “trick-of-the-mind” seriously and do not ascribe to either side’s tricks, i.e., we embrace at once Marxist materialism and symbolist myth because Marx’s idea that political “truth” is forever an illusion in that this illusion “is the product of persuasion” (p.4). Therefore, there is the possibility of falsity in any ideology and critical thinking is needed in any given rhetorical setting or culture.

By illustrating that due to the nature of ideology—“political language” composed of “ideographs,” “political consciousness shapes each individual’s “reality” and “hinders “pure thought””(pp. 5-9). The characteristics of ideographs—“the rhetoric of control,” and the reality that people are “conditioned” by the “vocabulary of concepts that function as guides, warrants, reasons, or excuses for behavior and belief”(pp. 5-6). Therefore the set of “ideographs” chosen becomes dominant power dynamics in a certain society (pp. 6-7). However, the connection between language and the ideology it creates makes what we may call nation or society or community (pp. 7-8). Certain usage or frequency of words and terms determine our identities and thus unite or separate human beings; even the same word may have different connotations in different societies which contains subgroups of communities that have subcategories of “ideographs” (p. 8). Additionally, ideographs, which are bound to certain cultures, make “pure thought”—ideas free of cultural, historic, and ideographical differences, an impossible mission. Therefore, ideographs are only meaningful in their concrete history (pp. 9-10).

McGee thinks that in each ideograph's history, the precedent or fundamental meaning is the "common denominator"—the "categorical meaning" of all situations and that the evolution of an ideograph's different shades of meaning is therefore judged by certain historical contexts/situations, for new situations require additional interpretation or restrictions for the ideograph to adapt to new historical conditions; thus, any comparative research for an ideograph's vertical meanings "now" and "then"(pp. 9-11) becomes a mirror of history. McGee suggests that compared to the dominant narrative or ideographic meaning, popular culture has more weight in determining the accurate meaning of certain ideographs; however, will the masses be literate enough to live against dominant narratives in the digital and transnational era with their hurried citizen responsibilities?

McGee (1990) claims that "critical rhetoric" can help develop realistic strategies to cope with the postmodern condition and his discussions on fragmentation of the text are helpful in helping students to critically think about the art of rhetoric and communication in that he constructs the idea of textual fragments by looking at texts within the scope of critical rhetoric. To McGee, a discourse that seems finished is at the same time structures of fragments as 1) audience/reader/critic's own explanation of their power and meaning, or 2) audience/reader/critic's rationalization for having taken their cue as an excuse for action. Therefore, acquiring critical thinking competency in transnational, fragmented texts and contexts is crucial to students and the general public.

McGee holds that new communication technologies are the reasons for contemporary cultural fracturing and fragmentation (1990). Referring to Burke (1945), McLuhan (1964), Ong (1982), Cheney (1988), Bloom (1987), Deleuze and Guattari (1983), Baudrillard (1983), McGee claims that the same essence behind these critics is that the human condition has changed (1990):



the fragments that were formerly presented by traditional media such as books, pamphlets, and so on are now presented by new media in a way that is too fast to analyze. McGee supports Said's idea that the frustration of handling postmodern fragmentation is that people try to understand and treat them "as if they were whole" and the solution is to look for the formations of texts rather than the text (1983).

McGee gives two different ways to interpret/analyze/criticize the formation rather than the text itself: 1. Now that text and context have a disjuncture, explore the reason why texts disappeared and instead discursive fragments of context prevail. McGee refers to Burke's "Speech on the Conciliation with the Colonies," and argues that homogenous culture and text gave way to fragments of information: our postmodern context. Further, traditional textual unity and integrity is now transferred into human beings. 2. Now that text collapsed and became context, explore the "invisible text," changing cultural traditions that reverse the roles of writers/speakers and readers. The explosion of knowledge/information made all finished texts open-ended to different perspectives, resulting in the only possible solution for readers/audiences to use dense and truncated fragments in the production of a finished discourse. McGee therefore emphasized that text construction is more done by the consumers than by the producers. He also calls for rhetoricians who have the skills to consume discourses. Anderson's "prosumer" approach responds to this stance. Anderson looks at the author/writer/speaker, no matter they are instructors and students, or other groups, as both producers and consumers by the invented word "prosumer" (2003).

For the concern of this dissertation, world citizens living in a digital era will have to acquire the skill sets necessary to become the prosumers who are at once producers and consumers, who think critically both on horizontal and vertical dimensions of history towards the

postmodern art forms, including multimodal, fragmented, and transnational rhetoric. However, before we embark on the variables and skill sets our postmodern subjects need in transnational setting, it is crucial for us to discuss the postmodern subject because it is the central agency of postmodern texts and contexts.

### **2.2.3 “Death of the Subject”: Postmodern Subject & Its Fragmentation**

Postmodernity threatens both the object and the subject. The subject under concern is a fragmented/schizophrenic one. For contemporary postmodern human beings, fragmentation has become a primary state of existence due to late capitalism (Jameson, 1991), or global capitalist development. The explosion of information and cultural clashes across borders, new media and mass media platforms, as well as transnational movements, have greatly enhanced global communication, but at the same time brought forth new challenges to the postmodern subjects.

Descarte (1977) defined human existence as “Cogito ergo sum/Je pense que je suis/I think therefore I am.” This definition of human as subject laid the foundation of human beings as ideological beings, which means we are what our minds think or are told to think. However, subjectivity is highly related to societies and different cultures. Althusser (2014) holds that state apparatuses repress human beings to become subjects of certain ideologies, but such subjects consider their identities as natural. Jacques Derrida (1978) argues that subject is deconstructed to the extent that the subject itself is doubted. “Who am I?” becomes a more intriguing postmodern question due to the disappearance of narratives and authority, the doubt of Western main stream capitalist narrative and therefore postmodern “death of the subject.” Fredric Jameson (1991) considers culture in a humanistic sense by defining it as architecture, paintings, movies, novels, and so on, and summarizes postmodernist culture characteristics as “depthlessness,” “pastiche,”

and “schizophrenic.” He argues that these feature lead to the loss of historicity, and therefore the “fragmentation of the subject” (1984). The postmodern subject, then, should be a compartmented subject located in different systems of ideologies, cultures, images, medias, and so on. These larger concepts are all relevant to understand the postmodern subjects, how the schizophrenic subjects react toward one another in the transnational and technological context.

Fredric Jameson’s idea on the fragmentation of the subject is closely related to his Marxist cultural critique. Jameson discusses the concept of postmodernism regarding ideological symptoms in cultural products in “The Political Unconscious”(1982), “Postmodernism or the Cultural Logic of Late Capitalism”(1991), and “Postmodernism and Consumer society”(1992). Jameson holds that interpretations in “Postmodernism or the Cultural Logic of Late Capitalism” are confined by historical, political and economical preconditions that have to be identified beforehand. In this perspective, he holds firmly to the Marxist material and historical “totality” as the principle guideline for all analysis and interpretations. However, emphasizing the temporality any cultural product and its conditions, Jameson admits the dominant or prevailing role of any single culture at certain phases, which made him distinct with Marxist dialectics. Jameson claims that the current (1991) cultural dominant is postmodernism. Jameson notes the phenomena of postmodernist culture, such as pastiche and depthlessness, is highly relevant to their historical context. He holds that one of the features of postmodern culture is “the waning of affect”(10). Indeed, the rise of global economy and global market, in Jameson’s view, made insignificant the individual consumer, producer, and employee, who became a little data entry in the big data. Individual human agency is facing the crisis of alienation and anxiety and gradually, the intense separation of labor among people and nations made the postmodern subject fragmented, or using Jameson’s terminology, led to the “death of the subject”(“Postmodernism

and the Consumer Society,” p.17). The waning of affect, to Jameson, is due to the subject’s loss of continuity between past and future, and the difficulty to integrate his/her temporal existence into a coherent experience. Jameson believes this loss of ability to integrate, consume, and produce leaves postmodern subjects nothing but fragments.

Jameson also argues that postmodernism has turned into a consumer product (1992), which posts another challenge for postmodern subjects to understand and analyze culture(s) and cultural products. Rather than clinging to the Marxist ideology and economic conditions, cosmopolitanism gives us a philosophy of love and care to look at citizenship and responsibility towards late capitalism and globalization.

### **2.3 Cosmopolitan Ideal & World Citizenship Throughout Time**

Cosmopolitan philosophy and the pedagogy that follows the rhetoric of this philosophy can be at once significant in helping students’ transnational and transcultural responsibility and their abilities in solving global conflicts both in the classroom and in the working environment. Citizenship in the digital era is no longer confined to geographical boundaries that used to be crucial to travels that cross borders. However situations change, the essence of cosmopolitanism and the derivations will never be changed: responsibility for peoples all over the world, agreement on the likeliness of all human beings, as well as the rhetoric of love and care. A cosmopolitan pedagogy cultivates students’ awareness of their responsibilities, competency in understanding human commonality and ability to communicate with compassion and care. In order to understand the development of cosmopolitanism and its pedagogical applications, I present cosmopolitanism from its origin to the present times, categories of cosmopolitanism, as well as the literature on cosmopolitan pedagogy in the following sections.

#### **2.3.1 *Greek Tradition***

Cosmopolitan pedagogy can be traced back to many historical texts that demonstrate the cosmopolitan philosophy. In Plato's *Protagoras* (337c7-d3), the Sophist Hippias addresses both Athenians and foreigners at Callias' house, which marks the beginning of the notion "cosmopolitanism":

Gentlemen present ... I regard you all as kinsmen, familiars, and fellow-citizens—by nature and not by convention; for like is by nature akin to like, while convention, which is a tyrant over human beings, forces many things contrary to nature.

Hippias' speech, therefore, is the first treatise on the cosmopolitan ideal, which is significant to the contemporary world of plurality, fragmentation, conflicts, clashes and many intrigued issues in the process of globalization. First, this definition considers both natural and conventional citizenship for human beings and argues that conventional citizenship is suppressive to nature. Second, it stresses the commonality among human beings rather than differences caused by conventions, which refer to human bondages such as cultural, political, and economic differences. Learning and understanding both the natural and conventional citizenships is a crucial foundation to the world citizen identity in that this knowledge help approach citizenship in a transnational and humanistic perspective: Which citizenship was I born with? Which citizenship do I prefer? Which citizenship can I seek? Which citizenships am I dealing with? Why are the citizenships similar and/or different? What can I do to my or others' citizenships? In addition, learning and understanding cultural, political, and economic differences caused by conventions help cultivate the awareness and ability to cope with these differences. For example, why are my citizenship and others' citizenship different? What are the

cultural, political, and economic reasons behind these differences? What can I do to help those in unfavorable situations? These are the questions that show compassion, love, and care of world citizens.

Socrates, too, can be identified as a cosmopolitan thinker owing to his idea on serving human beings, his avoidance on traditional politics (*Gorgias* 521d6-8), and his favor of examining Athenians and foreigners alike (*Apology* 23b4-6). Because cosmopolitanism advocates world citizenship, a citizenship that transcends national borders, works against conventional cultural, political, and economic rules, world citizens who treat all citizens equally and serve citizens other than their own nationals set a moral example of the ultimate humanistic citizenship and being.

Cynic Diogenes, probably inspired by Socrates, is the first Western philosopher to give an explicit and clear definition to ancient cosmopolitanism. “When he was asked where he came from, he replied, ‘I am a citizen of the world [kosmopolitês]’” (Laertius, D. Hicks, R. D. (Trans). 1925. Book VI. P. 63). Influenced by Socrates and Cynic, Stoics of the third century CE equals the cosmos to a polis and claims traditional term of poleis as not deserving the name. Chrysippus’ *On Lives* clearly states that the Stoics believe that goodness means trying one’s best efforts to serve other human beings with political engagement in different cities<sup>1</sup>. Such efforts, according to Stoics, are the best when one can serve as a teacher or a political advisor in foreign places. Therefore, the Stoics think that cosmopolitanism means to displace or emigrate from one’s own motherland, which is the current rhetorical situation of displacement of citizenship and students’ multi- and/or troubled identities in the diversified writing classrooms. Although Stoic cosmopolitanism was influential, early Christianity contributed much more to the pursuit of cosmopolitanism as Christians are supposed to disregard all traditional political nation

states and become “fellow-citizens with the saints” (Ephesians 2:20). Augustine sets a limit to the citizenship in the city of God only to those who have faith in God, therefore, and starts the debate on the earthly political authority and the heavenly and eternal unity of God’s family. Despite this, the ideal cosmopolitan community of religion involves all human beings in the good-willed and loving hope that they may all eventually have faith in God.

### **2.3.2 *Enlightenment***

During the early modern and Enlightenment era, Erasmus of Rotterdam referred to ancient cosmopolitan ideas and promoted world peace as an ideal with an emphasis on the unity of all human beings. He pleaded for national and religious tolerance and regarded like-minded people as his compatriots in his work *Querela Pacis* (pp. 79-80).

Early modern natural law theory is cosmopolitan to the extent that it emphasizes the shared and essential characteristics of all human beings who are naturally and socially bound together by their shared humanity, although it also advocates individual interests. Grotius, Pufendorf, and others are the forerunners of the international law when other early modern natural law theorists such as Locke focused on the individual state rather than the international. Grotius predicated a unifying law that governs and unifies all states, which realizes a unified society of all the states (*De lure Belli ac Paci*, 1625, Prolegomena par. 17; Pufendorf, *De lure Naturae et Gentium*, 1672).

The connotations of the terms “cosmopolitanism” and “world citizenship” in the eighteenth century shifted from a formerly philosophical point of view to a daily dimension, referring to those who

- are open-minded, religiously impartial, and those who do not have cultural prejudices, or leaning to any particular political authorities
- travel a lot, lead an urbane life
- can make a home anywhere in the world and cherish global friendships

Philosophers and rhetoricians such as Montesquieu, Voltaire, Diderot, Addison, Hume, and Jefferson regarded themselves as cosmopolitans according to this definition of cosmopolitanism. Montbrun in his autobiography *Le Cosmopolite*, names himself a cosmopolitan, saying that he travels without making commitment to anywhere he travels, “[I am] changing my places of residence according to my whim” and all “the countries are the same to me” (p. 130).

### **2.3.3 Eighteenth & Nineteenth Century**

Cosmopolitanism in the eighteenth century can be divided into three schools: moral cosmopolitanism, political cosmopolitanism, as well as economic cosmopolitanism (“Cosmopolitanism,” *Stanford Encyclopedia of Philosophy*, 1997). Immanuel Kant, who stepped into the first two camps, held that “all rational beings are members in a single moral community (2006). Jeremy Bentham, on the contrary, considered cosmopolitanism to be “common and equal utility of all nations” (1962, pp. 535–560). No matter how they define cosmopolitanism, moral cosmopolitans deem all human beings as brothers and sisters, regardless of nationality.

Anacharsis Cloots/Jean-Baptiste du Val-de-Grâce, baron de Cloots, as a representative of the political cosmopolitan theorist, however, claimed that nations should be abolished to establish a global, unified state in which all human beings share the same identity as citizens within the realm of a single sovereignty (1980). Kant was not as radical as Cloots in his *Toward Perpetual Peace* (2006). His “league of nations” based on “cosmopolitan law” focused on



peaceful coexistence with respect to both one's own fellow-citizens and foreign citizens, and the disarmament of all military forces. Kant's rhetoric on the pursuit of global peace will be utterly important in contemporary education because students have to encounter issues on global conflicts and violence on a daily basis. The Internet has only fastened the already quickly progressing globalization process, although there have been cases of regional wars, conflicts, and controversies. For example, we now see gaps between citizens in major Western countries such as U.S. and U.K. as representatives voting against globalization trend. Notably, U.S. presidential speech on American first, and UK's voting on leaving the EU.

The trade environment became freer by the eighteenth century, Dietrich Herman Hegewisch developed Adam Smith's anti-mercantilism into an idealized global free market (Kleingeld, 2012). In his view, the power of national governments will diminish in the fashion of the bell curve as the market becomes more liberalized and global. This has already become a reality now that the role of the United States as a leading political player gives way to more stakeholders when global stock market, gasoline market, and so on are under the influence of many nations such as Iran, China, and so on.

In the nineteenth century, Marx and Engels labeled cosmopolitanism as an ideological representation of capitalism, for they believed that market capitalism connects nation-state systems all over the world. In the *Communist Manifesto*, Marx and Engels call for the unification of proletarians from all over the world. However, the communist ideal was derogatory to Leninist and Stalinist philosophies. The establishment of the United Nations, the International Criminal Court, and the Red Cross respectively represents cosmopolitanism for world peace, for international law, and for global morality and friendship as world citizens in the last century.

#### **2.3.4 Contemporary**

Contemporary cosmopolitanism, inherited cosmopolitanism of all the past periods, calls for political equality and human rights for all human beings across borders, economic openness and free market globally, as well as the ethic of helping and serving people from all over the world without considering one's own nationality. Contemporary moral cosmopolitanism works to respect and promote human rights and justice globally, or at least to make efforts in helping people who are starving or suffering. Moral cosmopolitanism is divided into two schools: strict moral cosmopolitanism and moderate cosmopolitanism. Strict cosmopolitanism has drawn ideas from utilitarian cosmopolitan theorists such as Singer, Unger, Kantian theorists such as O'Neil, and contemporary cosmopolitan theorists such as Nussbaum. The common ground lies in the service and contribution to people other than one's own local compatriots will influence one's strength in helping one's own fellow countrymen. However, there are differences among different moral cosmopolitan theorists. Some claim that one should concentrate charitable efforts on one's compatriots, whereas others do not agree with this assertion. Other moderate cosmopolitan theorists such as Scheffler claim that while providing aids to people in other countries, one should have special duties to compatriots. Nevertheless, moderate cosmopolitan theories vary from each other on the extent to which one's contribution to one's own country and other countries should be balanced.

Moral cosmopolitanism can lead to the political cosmopolitanism (Kleingeld and Brown, 2014) that sounds more concrete on establishing institutions or organizations that are transnational. For instance, some political cosmopolitan hold the idea of a "centralized world state"; some think a "federal system with a comprehensive global body of limited coercive power" will work, some prefer "international political institutions that are limited in scope and focus on particular concerns" such as war crimes, environmental preservation, and so on, and

some defend different alternatives (“Cosmopolitanism,” *Stanford Encyclopedia of Philosophy*, 1997). There are three schools of cosmopolitan political philosophers: the Kantian school in which Habermas, Rawls, Beitz, and Pogge are included, the “cosmopolitan democracy” school with the representative such as Held, and the “republican cosmopolitanism” school (Bohman, 2001). Kantian cosmopolitan political philosophers such as Rawls, for instance, care about the individual position of all human beings. They question the role of state governments in performing justice and deteriorate governmental relationships due to state interest of one’s own government.

Cultural cosmopolitanism is also worth noting in contemporary cosmopolitan theories, although it is a dilemma to preserve one’s own culture when at the same time embracing cultural diversity that the globalization condition requires. However, there should be a balance in human being’s identity. Therefore, global citizenship is both emphasizing one’s home cultural identity and one’s tolerance and friendship to people from other cultures (Waldron, 1992). Economic cosmopolitan theorists such as Hayek and Friedman promote “a single global economic market with free trade and minimal political involvement” (Kleingeld and Brown, 2014). However, this idea is frequently criticized due to the increasing economic inequity among nations and peoples in the international global capitalism expansion.

Fine lists twenty-one theses on cosmopolitan social theory that form the basic theoretical and pragmatic framework of cosmopolitanism (ix-xvii). He also states that post-war “new cosmopolitanism” refers to notable cosmopolitan writers such as Arendt, Beck, Habermas who continued Kant’s cosmopolitan ideals whereas contemporary cosmopolitanism posts challenge to the postmodern exclusion of the Other (pp. 133-135). Fine draws from Ulrich Beck’s view that new cosmopolitanism “invites human beings to become ‘friends of humanity’ (p.136). The

critical issue, according to Fine, is how to make the postmodern natural law an ethical and critical space where the rights of all human beings will be fulfilled (p. 141).

Peter Kemp proposes cosmopolitanism as an answer to globalization in *Citizen of the World: the Cosmopolitan Ideal for the Twenty-First Century*, in which he unfolds cosmopolitanism as a political, social, and educational ideal for Kant's time and beyond. He argues that the antithesis between world citizenship and globalization lies in the global and the local, especially between the state and globalization (pp. 41-42). He also points out the paradox of the concept "nation" because global communication on the Internet limits the power of the states and help to fulfill individual interests and rights (p. 45). Further, anti-globalization movements, according to Kemp, are mainly against global capitalism with the economic globalization, rather than against cultural and human globalization (p. 45). Therefore, cosmopolitanism is vital in connecting nations as a constellation of cultural entities and identities and has a sustainable dimension that will help not only our own generation, but also our successors in terms of social, scientific, economic, legal, ethical, unification, responsibility, and related issues (pp. 73-97).

Objections to cosmopolitanism are: 1) politically, without the context of a world-state, cosmopolitanism is meaningless; 2) economically, even Marxist theory argued the capitalist economy due to its exploitation, alienation, and poverty is self-destructive in the long run; 3) morally, it is impossible for human beings to achieve the psychological assumptions of moral cosmopolitanism because the national identity is central to human agency and large numbers of people will not be able to function without a particular national identity ("Cosmopolitanism," *Stanford Encyclopedia of Philosophy*, 1997). I argue that, according to the literature review, the present state of the world, and the contemporary need of anti-violence, anti-war advocacy, these

counter arguments are invalid. First, it depends on what kind of a world-state we are trying to build, it is true that UN, EU, and other international organizations that are similar to a world-state entity encountered nationalist, anti-globalization forces, but according to their agendas and their current practices and members, they are still trying to achieve what is consistent with a world-state, meaning governing the world as a holistic entity, rather than self-sufficient, independent entities because globalization facilitated by technology, migration, and economic interdependence is irreversible. Secondly, speaking of the self-destructive nature of capitalism, not all states across the globe are capitalist. The fact that the West is overwhelmingly capitalist does not mean that the entire world has no rescue in capitalism. European countries that are socialist and China that still maintains a socialist country with capitalist characteristics are examples of how human beings should work toward negotiations and collaborations with the two different economic systems. Thirdly, psychologically, moral cosmopolitanism is not only possible but desirable and in desperate need. A lot of those who argue the impossibility of psychological functions toward a cosmopolitan ideal must have some knowledge deficits that prevent them from knowing well or tolerate other nations and citizens from other nation states. For example, in UN and EU, the majority of world leaders and people who work there still function very well and in fact they initiated powerful programs and policies to help those who have less access to human civilization. Therefore, the more the anti-cosmopolitan voices are, the more work cosmopolitanists with global vision should fight against these back-warded trend. One of the way we can achieve this as teachers and scholars of rhetoric and communication is to teach with a cosmopolitan approach.

## 2.4 Cosmopolitan Pedagogy: Moral Education & Bildung/Formation in Writing

### Classrooms

Cosmopolitanism can be an educational mission in terms of moral education. It is related to the moral education of citizens as well as their Bildung or formation. The issue under concern for the formation of contemporary world citizens, specifically on how to help students to become genuine world citizens in rhetoric and composition classrooms, speaks to the educational dimension of cosmopolitan ideal.

#### 2.4.1 *The Formation of World Citizens*

Philosophically, cultivation, transformation, and Bildung are all equals and inter-related in terms of the responsibility for oneself and others in the globalized world (Kemp, pp. 152-168). Therefore, education, or “moral training” (Kemp, p. 165) is of vital importance in contemporary cosmopolitan practice. Additionally, contemporary textbooks on technical communication lack tolerance and understanding between and among differences, as well as the active attitude and courage toward dialogues between and among cultures. What world citizens should strive for is how to solve concrete problems for individuals against state authorities and boundaries, which is the ideal and conducive strategy for each human being to go beyond ideological, geographical, and national limitations.

Hooft (2009) argues that cosmopolitanism should not be confined with narrow patriotism if the latter only means blind obedience to local loyalties rather than global responsibilities (p. 54). Hooft also argues that cosmopolitanism needs to be a global human rights ideal because all human beings should be regarded as equals and all human beings should help each other to get equal and universal human rights within and without international organizations such as the UN

(pp. 80-81). He claims that the ethical dimension of cosmopolitanism seeks for global justice in political engagement, which should be realized through global actions (p. 109). Further, he stresses the urgency of cosmopolitan ideal for the sake of lasting world peace (p. 140) and the desperate need for the entire human race to unite together as a global community in which each individual's cultural difference can be tolerated in the hope of justice, equality, and better living condition for every one as equal community members (p. 169).

Sobré-Denton and Nilanjana Bardhan (2013) propose to cultivate cosmopolitanism for intercultural Communication. Drawing from Nussbaum's idea on education, they argue that the cosmopolitan pedagogy helps human beings understand themselves through the lens of others (p. 149). Cosmopolitan pedagogy as a postcolonial approach is one that integrates fragmented identities and clashed civilizations with shared learning from each other with love and hope. They emphasize the importance of Freire's hope theory, Woodin's pedagogical perspective on dialogue and cultural identity, "teaching the value of teaching," and challenging traditional and assimilationist notions of citizenship, all of which is in the hope of helping and preparing students in "transformative research and social action" both at global and local levels in the process of being and becoming world citizens (pp. 150-166). In addition, Kemp's idea that the philosophy of education is a humanistic science lies in the essence of cosmopolitanism, and he raises the question "What is the secret to pedagogically sound education" if we all have to become world citizens (p. 169)?

In this dissertation, I define cosmopolitan pedagogy as the teaching approach that engages students in critical, transnational conversations about rhetoric and communication; cultivates students' awareness and competence of their own identities in relation to others'

identities regarding citizenships; instructs students to become responsible world citizens who can critically communicate in the contexts of transnational media and technologies.

#### ***2.4.2 The Advantage of Cosmopolitanism & Its Connection to Transnational & Transcultural Rhetoric & Communication***

Cosmopolitanism is mainly connected with political science, economics, sociology, psychology, rhetoric and communication, as well as intercultural research. The root of cosmopolitanism is political because a world citizen is in the first place a political agent that can serve (work or contribute their labor and/or intelligence) at least in a foreign state, if not in one's own state. The equality and fraternity of all the human beings are highly political ideas in that they don't fully coexist with the current context of nation states. Additionally, without political action of multilateral consensus on world peace and cooperation, the economical development and equivalence is impossible to realize globally. The materialistic essence of cosmopolitanism is economic, or even capitalist for the current world condition of global capitalism.

Cosmopolitan theorists have to find ways that can better mobilize resources and balance the income gap between and among countries and peoples. Sociology and psychology would also be meaningful in cosmopolitan inquiries, for human beings are social animals and our psychical patterns should be studied. We need to understand our social patterns, thinking patterns, and origins and causes for the sake of not only understanding ourselves better, but to comprehend and/or interpret each other better as global citizens. For example, Hofstede et al. (2010) suggested that human beings have different softwares/ways of thinking when approaching power distance, uncertainty avoidance, individualism/collectivism, masculinity/femininity, long/ short-term orientation, and indulgence/restraint. As fields devoted to efficacious communication,



rhetoric and communication are well placed to help with the public pedagogy on cosmopolitanism. The multimodal writing classrooms where political, economic, and moral ideas are explained, debated, transmitted, and digested can become the place where public pedagogy (Holmes, 2016) of cosmopolitanism emerge and prosper.

Ethically speaking, cosmopolitanism is on the vantage point as compared to all the other disciplines owing to its moral, political, and economic considerations not only on people from one nation, but on all the human beings, regardless of their race, class, and nationality. The major difference of cosmopolitanism from other theories is that it searches for ethical standard of universal equality and fraternity, and world peace. Romantic and idealistic as it seems on the surface, it represents the most lofty humanistic ideal and the most ancient pursuit of the world's people as one people and one family either in the religious endeavors or in the political cravings of intellectuals with ambitions to not only change the condition of one country, but also the condition of all the human beings and their mother earth. This pursuit of truth as a unified and holistic approach is encouraging and significant in this postmodern world, especially when differences are over emphasized and tolerance is forgotten when the rate of change and increased opportunities for international conflicts made possible by instantaneous communication technologies.

Drawing from ideological to economic concerns, from ethical and moral standards to daily practices of such rules, rhetoric and communication realizes cosmopolitan ideas into every pragmatic aspects of human life, such as political propaganda, democratic speeches, mass media information transmission, and interpersonal interactions via various means of communication. Intercultural research is related with cosmopolitanism in that intercultural efforts are meant to bridge gaps caused by misunderstandings in cultures. Therefore, cosmopolitan ideal is significant

to the teaching of composition in writing and communication classrooms because the clashes of civilizations and the mobility that globalization brings on requires our students to have cosmopolitan awareness and responsibilities, as well as multicultural awareness, tolerance, literacies, and competences in globalized workplaces.

The postmodern subject, its fragmentation, and the fragmentation of culture(s) and cultural products from souvenirs to technological communication platforms should be emphasized in technical communication and technical writing classrooms because it is essential to the idea of world-citizenship and how to build the new Babel tower with multicultural literacies in the digital era. Before I embark on the building of a new transnational rhetoric and communication model, however, I'd like to invite my readers on an observation and analysis of a particular case in chapter 2: Thatcher's intercultural rhetoric model, which is an exemplary example in the design and revision of technical and professional textbooks and handbook in general.

### 3 THATCHER'S INTERCULTURAL RHETORIC & COMMUNICATION MODEL: A CASE & A FOUNDATION

Barry Thatcher's *Intercultural Rhetoric and Professional Communication: Technological Advances and Organizational Behavior* (2012) is one of the most comprehensive examples of how to transform the instruction of technical and professional communication and writing with a teaching philosophy of inclusion and diversity. Although Thatcher does not use the term cosmopolitan, he does mention different rhetorical traditions and the fact that the number of ESL writers and communicators surpasses that of native English speakers (p. 92), and he gives textual examples from different cultures (pp. 12-14), implying the urgent need for intercultural understandings in the research and teaching of technical and professional communication.

In this chapter I first describe Thatcher's theoretical foundations and his pedagogy, and then I analyze these moves in regard to the transnational rhetoric and communication model that I am proposing. Thatcher's handbook connects theories and models in Rhetoric, in Communication, and in ESL and gives examples of textbook analysis and of the teaching of intercultural rhetoric and communication, which resonates theoretically and pedagogically with the cosmopolitan ideal. This book integrates almost all the related theories and perspectives into one handbook, which is a good reference and guide to curriculum design, pedagogical development, and textbook design and revision in the field of intercultural rhetoric and communication. I will analyze this book in the form of a case focusing on textual analysis/close reading of Thatcher's onion model of culture and rhetoric, three inner layers of intercultural rhetorical model, the analysis of composition textbooks, and his sample course syllabus and assignments.

### 3.1 Onion Model of Culture & Rhetoric

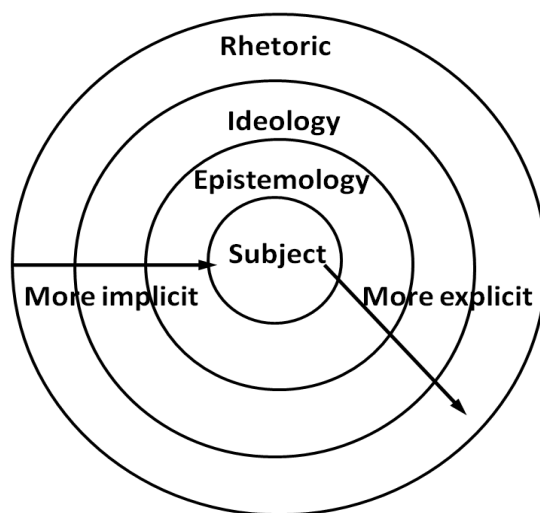
Based on the cultural and rhetorical theory of James Berlin (1987), Thatcher develops a model of culture and rhetoric, which he then integrates into a new onion model by revising Trompenaar's onion model (1994).

**Table 1 Thatcher's Model of Culture & Rhetoric (Thatcher, 2013, p4)**

Model of Culture & Rhetoric Relationships						
Sense of Self		Thinking Patterns		Social Behaviors		Rhetorical Patterns
Definition of a human being.		The appropriate lens to the world		Valuing of distinct social behaviors.		Patterns that logically link people with thinking and social behavior.
View of the self in relation to others.		How to divide up and categorize phenomena such as cause and effect.		Relative worth of and way of social structure.		Patterns that seem natural to and reflect self, thinking, and social behavior.
Evaluation of the worth of a self.		Persuasive logic.				

Such a model, according to Thatcher, represents the threefold theoretical or research aspects of intercultural rhetoric and communication, namely, the relationship among ideology, culture, and rhetoric as Berlin (1987) argues, the relationship between ideology and rhetoric in Bourdieu (1999) and Bakhtin's theories (1990), and the relationship between writing patterns and cultural values as ESL scholars claim (Connor, Nagelhout, & Rozycki, 2008), as is shown in the table above.

According to Thatcher (See Table 1), the sense of self locates at the center of the cultural and rhetorical dynamics. Therefore, an individualistic self generates direct, argumentative, personal, analytical, and objective rhetoric whereas a collective self generates holistic rather than analytic, indirect, and hierarchical rhetoric (Thatcher, 2013, p. 4).



**Figure 1. Thatcher's Intercultural Rhetoric & Professional Communication Model**

We can see from this model (Figure 1), rhetoric is the most salient representation of the subject; ideology comes next, and epistemology is the second innermost concept in terms of a subject. Therefore, according to Table 1 and Figure 1, rhetoric is defined as the seemingly natural and logical patterns representing human beings' thinking and social behavior and the inner subject

(Thatcher, 2012, pp. 4-5). This model gives us a way to study and teach rhetoric and communication, including technical and professional communication.

Thatcher bases his intercultural inquiry on the research methods of etics and emics, which is corresponding with his standpoint of moving intercultural research from the local point of view to the global holistic view, and his claim that intercultural inquiry should go beyond Western and monocultural methods (pp. 14-22) suggests a change of voice and power dynamics in writing textbooks and classrooms.

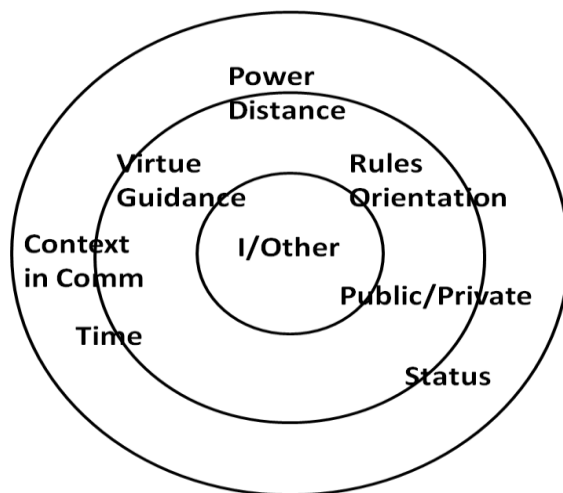
Additionally, Thatcher advocates using bell curve (the most common type of distribution for a variable, also known as a normal distribution) values, rather than race, gender, and ethnicity because he considers bell curve as a much more conducive approach to intercultural inquiry in that it shows the most prominent characteristics of a big culture rather than whoever has already familiarized or lived in another culture or culture for a long time (pp. 27-28).

### **3.2 Three Inner Layers of Intercultural Rhetorical Model**

Thatcher provides his revision of former intercultural communication models into an onion model and offers eight etic borders as units of analysis for intercultural rhetoric and professional communication: I/Other, rules orientation, public/private, source of virtue or guidance, status and accomplishment, context in communication, time, and power distance (p. 39). Then he integrates these eight borders into the onion model of rhetoric and culture (Figure 2), and develops a three layered intercultural rhetoric model, in which the eight borders can be seen in different layers of the onion as compared to the onion model of culture and rhetoric.

This intercultural rhetorical model does not embrace the rhetoric layer in the culture and rhetoric model owing to Thatcher's idea that rhetoric is "evident with all value sets" (p. 46). For the pedagogical application of this model, which will be of vital importance to textbook revision

and design, Thatcher claims the fatal disadvantage of Kaplan's model of being "like a taboo approach to cultural norms, not having any connections to routine, everyday tasks" (p. 87). He proposes to integrate the eight etic borders into intercultural rhetoric and communication pedagogies. See the model below (2013, p. 46):



**Figure 2. Thatcher's Three Inner Layers of Intercultural Rhetorical Model**

Innovatively positioning the subject with a comparative other, Thatcher incorporates these intercultural variables into this model of intercultural communication. These eight etic borders/intercultural variables, according to Thatcher, can help us in understanding different cultures. I discuss these variables in details in section 2.5.

### **3.3 Connecting Contrastive Rhetorics to Intercultural Rhetoric and Writing Pedagogies**

Thatcher uses an entire chapter on the discussion of contrastive rhetorics and world Englishes from the perspective of post structural and postcolonial perspectives. He started with theory of linguistic relativity and claims that recent work in MRI (magnetic resonance imaging) shows correlations between a specific language and brain activities, which can soften the harsh critiques on linguistic relativity and writing patterns by Kaplan (p. 78). Despite the debates between for and against linguistic relativism, Thatcher notes that what is missing is the meaning

and the cause of the thinking and writing patterns, and that only his eight common human thresholds can help in analyzing different rhetorical strategies (pp. 86-87).

Thatcher discusses the impact of English language on a global scale, arguing that this language has been greatly influencing world cultural patterns (92-94). Drawing from Pennycook's history of the spread and development of the English language, Thatcher also complains about the overly postcolonial approach that Pennycook adopts, as illustrated in the following table (p. 94):

**Table 2 Thatcher's Table on the Impact of English Language on a Global Scale**

<b>View of global spread of English</b>	<b>Imperialism for culture and development</b>	<b>Pedagogical implication</b>
Colonial celebratory	English as an inherently useful language	Teach English to those who can appreciate it
Modernization	English as a crucial tool for modernization	Teach English to modernize the world
Laissez-faire liberalism	English as a functional tool for pragmatic purposes	Business as usual: give people what they want
Imperialism	Homogenization, destruction of other cultures and languages	Language rights, instruction in mother tongues; protectionism
Linguistic hybridity	Languages and cultures change and adapt	World Englishes, multiple standards; assume change



Postcolonial performativity	Cultural politics of change, language, knowledge and different	Critical language education for struggle; appropriability
--------------------------------	--	--

While criticizing the predominance of postcolonial approach, Thatcher asserts that the study of contrastive rhetorics offer more validity, generalizability, and reliability to cross-cultural professional communication research, theory, and teaching, but he also calls for more scientific investigation on the different types of discourse structures across different cultural contexts (p. 94).

### 3.4 Professional Communications and Organizational Theory across Cultures

Thatcher gives a detailed discussion of the legal and medical dimensions of cross-cultural communications (pp. 216-247), which is an exemplary rhetorical analysis of the shared interests of humanity. He also uses *The Universal Declaration of Human Rights* as an international/universal approach in intercultural communications. Using his onion model, Thatcher discusses different legal traditions, intellectual law, as well as how to construct a universal understanding among different rhetorical traditions using *The Universal Declaration of Human Rights*, but at the same time understanding different historical backgrounds and cultural practices (pp. 222-243).

### 3.5 Textbook Analysis

Thatcher argues that at the intermediate level, cultural concerns in intercultural communication become important because students have surpassed their comparatively lower level of language acquisition; therefore, denaturalizing U.S. writing theory and pedagogy can help students understand how different cultures and rhetoric work (p. 345). Based on prominent

intercultural scholars' research, Thatcher integrates eight etic borders into an intercultural model (pp. 44-45); he uses cultural value sets to evaluate the cultural and rhetorical assumptions in three U.S. rhetoric and writing textbooks: Lester Faigley and Jack Selzer's *Good Reasons* (2008), Joseph William's *Style: Basics of Clarity and Grace* (2009), and Paul Anderson's *Technical Communication* (2011).

Thatcher uses his etic borders, or human thresholds, to analyze the textbooks he has chosen. The etic borders described by Thatcher include: I/Other, Rules Orientation, Public/Private, Source of virtue or guidance, Status and accomplishment, Context in Communication, Time, and Power distance. These borders are further described as follows:

- **I/Other:** this concept measures the boundaries between human beings, often operationalized as levels of independence or interdependence among groups of people.
- **Rules Orientation:** All cultures develop and enforce rules, but how they do that, and to what extent they acknowledge the context and the relationship of the rule varies.
- **Public/Private:** All cultures create boundaries to define what is public and what is private; however, the definitions and methods for crossing these boundaries vary greatly.
- **Source of virtue or guidance:** All cultures look to a variety of sources to guide their behavior. Some cultures look to nature and the outside world as patterns of virtue, while other cultures tend to trust each person's individual or inner direction.
- **Status and accomplishment:** All cultures grant status to different types of

individuals, and this status relates to accomplishments, however broadly construed.

- **Context in communication:** All cultures communicate in contexts, but the relevance of the context to the communication purpose and style varies greatly.
- **Time:** All cultures deal with time, both the linearity and simultaneity of time, and past, present, or future orientations.
- **Power Distance:** All cultures deal with inequality, however defined, but how they deal with it varies significantly, especially when a subordinate and superior are communicating. (pp. 45-46)

These variables are essentially cosmopolitan and pedagogically advantageous for cultivating world citizens. With the intercultural model and the eight etic borders, students would learn to understand their own and others' identities, as well as behavioral and composing evaluation standards in different cultures. Thatcher claims these variables can be used to examine intercultural professional communication in various contexts and media (p. 72). He also uses the eight etic borders as eight "communication media" (p. 345), and points out the importance of rhetorical purpose, audience-author dynamic, information, organization and style, which will be helpful in both teaching and assessing intercultural rhetoric and communication. With the intercultural model and the eight etic borders, students would learn to understand their own and others' identities, as well as evaluation standards for behaviors in different cultures. Therefore, these variables are beneficial to the formation of students' cosmopolitan world citizenship identity.

### 3.6 Sample Course and Assignments

Thatcher gives a sample course syllabus and several assignments (pp. 360-376). Using his own teaching experience and his unique multicultural background [U.S., Mexican, and U.S.-Mexican border (p. 360)], he demonstrates how he designs and teaches a sophomore writing course: “Writing in the Humanities and Social Sciences,” which is an upper level course and final requirement for many students in the humanities, social sciences, and education in general. This class typically has 5 to 6 students from K-12 education, many of whom are bilingual; 3 or 4 students from criminal justice; a lot of students from sociology, speech disorders, music, journalism, English, and other majors (Thatcher, p. 361). The teaching objective of the class is to learn how cultural values and writing vary across the globe, and the teaching plan is to first teach the approaches for comparing cultures and writing patterns using the common human thresholds (p. 361).

Thatcher requires the following textbooks for this class:

- Hampden-Turner, Charles and Trompenaars, Fons. (2000). *Building cross-cultural competence: How to create wealth from conflicting values*. New Haven, CT.: Yale University Press.
- Williams Joseph. (2009). *Style: The basics of clarity and grace*. 3<sup>rd</sup> edition. New York: Addison Wesley Longman. Blackboard Coursework (CP)

The first textbook he uses unfolds different cultures as predominant bell curve values and value sets. The second textbook emphasizes the American writing style and grammar.

His assignments and percentages are the following (p. 362):

- 1<sup>st</sup> paper: Analysis of culture in an intercultural movie (20%)
- 2<sup>nd</sup> paper: Cross-cultural comparison of two websites (20%)

- 3<sup>rd</sup> paper: Instructional manual developed for a target culture (20%)
- Reading quizzes and class activities (10%)
- Oral report on one of the three projects (10%)
- Final Exam (20%)
- Extra credit. Blackboard posts/discussions (up to 10%). Up to 10 posts for 1% extra credit for each post. Must be thoughtful, connected to discussion, and have about 250 words.

For the first paper, Thatcher first assigns students two chapters of *Building Cross-Culture Competence* and then shows them an intercultural movie: *My Big Fat Greek Wedding*. Then, he invites students to think, discuss, and think about and discuss intercultural stereotypes and cultural generalizations using bell curve and three cultural variables: individual-collective, universal-particular, and specific-diffuse. The third step is shifting the focus from cultural discussions to style and grammar and asking students to outline, draft, and then peer review each others' work (pp. 363-367). His evaluation is mainly based on whether or not students use the correct units of analysis (cultural variables), master basic ability to draw bell curve conclusions, understand that there are virtues and vices in cultures, and argue effectively. He also concludes that students always overestimate their own ability to understand the cultural value sets/variables (p. 367).

For the second paper, a cross-cultural comparison of two websites, students are immersed in real life rhetorical context to exercise more value sets based on what the websites have. This assignment also gives students more data to make bell curve descriptions. This assignment has four components: students choose websites from two cultures (operational level: nation-state); websites must be built from similar organizations with similar audience (for example a local

university website cannot match a Disneyland website overseas); websites need to have the same level of development (pages, links, technological sophistication); language fluency is addressed and Thatcher thinks the more language facility students have, the better (pp.367-368). The cultural value sets/variables examined in this project are as follows: ascription-achievement, inner-outer orientation, high and low context, time orientation, and power distance (pp. 369-370). This paper requires students to fully understand the readings on cultural variables and then connect them to the website data. It also requires them to use these cultural variables to generate bell curve data from the values they found on the websites (color, layout, graphics, words, paragraphs, prose organization, etc.). In conclusion, Thatcher reports that almost all students found themselves to be in the middle ground according to bell curve data, instead of on polar sides of the traditional cultural patterns (p. 369). The implications of the bell curve data is that traditional cultural values such as high and low context are no longer applicable to intercultural rhetoric and communication.

The 3<sup>rd</sup> paper is to write an instructional manual for a target culture. Students are required to think of the purpose, readers, information, organization, and style in a target culture's value sets. A sample manual (Anderson's *Technical Communication* textbook, 1999) is provided to students before they start writing their own manuals (Thatcher, p. 370). The cultural variables used for this paper are as follows: high and low context, specific-diffuse, particular-universal, polychronic and monochronic time, ascription-achievement, power distance, and individual-collective (pp. 371-374). Thatcher reported that the denaturalization process, i.e., getting rid of U.S. ethnocentric value sets, often takes 2-3 classes of workshop because students almost always automatically start with the American way of communication in drafting their manuals (pp. 374-375).

The final exam is designed to help students synthesize cultural values sets to writing patterns, which is a reiteration of the traditional cultural thinking pattern model. However, the questions (e.g. Why do high context communicators vary more than low context communicators in the amount of oral or written words they use to communicate? Why does moving from a nominalized writing style to an agented style often require using more conjunctions such as “however, although, because, and but?”) can help students to be aware of the different writing styles, not necessarily in different cultures.

### **3.7 Discussions and Critique**

Thatcher’s handbook covers almost all the aspects that are important in the field of rhetoric and composition, ESL, linguistics, technical and professional communication and writing, as well as pedagogy in his handbook. Below is a list of some of the areas covered successfully in Thatcher’s book:

- It encompasses theories and models in different fields (writing and communication studies in general)
- It pays attention to web design as an indicator of globalization.
- It argues the importance of fit, reciprocity, and kairos in communication media across cultures.
- It covers ethical considerations in legal and medical fields.
- It gives instructions on manual design across cultures
- It analyzes three textbooks (both in composition and in technical communication); and
- It provides sample syllabus and assignments for an advanced writing class

This large volume can be used as research guide, intercultural technical and professional communication and writing handbook, or even a teaching material such as textbook.

### ***3.7.1 Thatcher's Contribution to Intercultural Rhetoric and Professional Communication***

What we can learn from Thatcher is his rhetorical stance of going beyond national borders while considering local features at the same time. This is essentially cosmopolitan because cosmopolitanism invites a person to travel and serve another country in order to become a world citizen, which means knowledge and skill sets in both national and transnational literacy. More importantly, it is the global vision that lies in the primary concern that enables students to become a world citizen first, rather than a national one. In addition, he bridges the three fields together, namely, rhetoric and composition, technical and professional communication, and linguistics, which shows the interdisciplinarity feature of in the postmodern era. Further, Thatcher gives a perfect example of analyzing composition textbooks with his newly developed models and variables from traditional frameworks. This is another vantage point for any rhetorical analysis of textbooks—in this case, technical and professional communication and writing textbooks, which will be helpful to the curriculum design, pedagogical practice, and textbook improvement at the same time.

Thatcher's work also considers the ethical dimension of intercultural rhetoric and professional communication, such as global legal and medical issues. His research and textbook analysis, and sample syllabi offers us a framework for any type of intercultural rhetoric and communication endeavor.

### ***3.7.2 Calling for Cosmopolitan Approach***

Despite the sufficient examples, the scope of this handbook, as well as the creativity in the onion and three layered models, and the proposal and application of the bell curve approach,



Thatcher still uses some of the traditional variables such as high and low context, power distance, and time. It is not that these variables are not feasible in analyzing and understanding intercultural rhetoric and communication, but that the transnational condition of intercultural and multicultural communication has changed. Thatcher has noticed the impact the digital era brought to the field (pp. 97-121), but he offered limited approaches due to the space of the handbook. Besides, the intercultural variables might not be applicable to some transnational contexts when the subjects encounter difficulties in integrating fragments of the culture(s) providing the fast speed of information change and information explosion. For example, we cannot see the interaction between and among subjects within the technological context from his models.

Moreover, I counter Thatcher's views that only modern subjects can be the agents of intercultural communication (p. 6), and that postcolonial approach is being too emphasized and being problematic as compared to the scientific research such as the MRI (p. 94). I argue that although postmodernity brings on the so called "death of the subject" and "death of the object," intercultural and multicultural rhetoric and communication can happen in and out of the fragmented postmodern subject. Hence, it is the task of intercultural and multicultural rhetors, instructors, and other professionals to help with critically looking at and understand the postmodern self and bridge cultural gaps in global and digital contexts using McGee and others' approaches I have discussed earlier. I also argue that postcolonial approach is a significantly useful perspective to look at the traumas of the colonized and the victims of imperialist violence. If these issues are not handled properly in textbooks and classrooms, including technical and professional communication and writing textbooks and classrooms, world citizenship will be impossible, for without the understanding of the past, humanity will not be able to coexist in the

present and the future as we see effects, results, lingering tensions from wars, violence, and conflicts.

Nevertheless, Thatcher emphasizes the importance of paying attention to the ethical dimension of global context as the postmodern ethical framework is “complicated” and the postmodern fragmented subject is considered more as “the object of discourse” (Scott, Longo, and Willis 2007). Due to the pluralism and fragmentation of postmodern culture, ethical issues are situated in local contexts (Porter, 1998, Sullivan & Porter, 1998), which offers no choice but a local ethical perspective (p. 32). However, this can be fully explained by the cosmopolitan framework, as cosmopolitanism is an integration of the fragmented into a unity with hope and love toward each other. Therefore, Thatcher’s pedagogical perspective, combined with the cosmopolitan ideal, can be conducive to students’ worldviews as responsible world citizens with international visions. Besides, the local ethic approach severely hinders outsider interference or can even be disastrous in cases of human rights abuse (p. 32). Thatcher proposes not to reduce ethics to the Derridian nihilism, but to construct what all humanity shares, “regardless of the differences” (Otto, 1997, Higgins, 1999) (p. 32), which is exactly what cosmopolitan ideal seeks—the goodness to all humanity. He also, in various parts of the handbook (pp. 222-236), agrees to apply *The Universal Declaration of Human Rights* and different texts concerning legal and ethical issues in different cultures in cross-cultural and international communications.

### 3.7.3 *Summary*

As a piece of work that is firmly grounded in Rhetoric and Composition, ESL, and Technical and Professional Communication, Thatcher made a great contribution to the study of intercultural and transnational rhetoric and professional communication. His examples in the

teaching of intercultural writing and communication classrooms can be readily adopted into any diversified classroom. However, scholars like him might have already noticed the latest developments of postmodernist cultural phenomenon and wish to cope with the newly emerged issues in the research, teaching, and working environment we share. That the fragmentation of the subject, the text, and the context in general has to be fully studied and taught is an irreversible reality in our postmodern digital era. In the next chapter, I will build a transnational rhetoric and communication model using some of Thatcher's onion model as a basis. The new model intends to use transnational, but at the same time comparative methodology, to examine postmodern subjects, identities, and complexities in their rhetorical situation. The purpose of building this model is for the formation of world citizenship, although many claim it to be overly romanticized due to existing world order and sovereignties. Given the current political climate, globalization seems to have been reversed in Europe, America, and other parts of the world. On the one hand, there are major cases in the West: the most recent presidential speech in U.S. emphasizing "America first" rhetoric and the Brexit of the European Union; and cases in the East: South China Sea debates; North Korean's missile launching signaling resentment towards the U.S., etc. How can we teach students transnational texts and contexts? How can we make humanistic efforts in a disturbing context? Hopefully, the model I build in the next chapter will be helpful in addressing these questions.

## **4    TRANSNATIONAL RHETORIC & COMMUNICATION MODEL**

In this chapter, I build a model of transnational rhetoric and communication, explain how it is related to the cosmopolitan ideal, and demonstrate how the model is useful in global and postmodern contexts based on ATTW (Association of Teachers of Technical Writing), NCTE (National Committee of Teachers of English), and IEEE (Institute of Electrical and Electronics Engineers) code of ethics, mission statements, goals, and vision statements. However, before I discuss the largest associations that impact and shape the field of technical communication, writing studies, I need to talk about the similarities and differences among the “transnational,” “comparative,” and “international” in rhetoric and communication studies.

### **4.1    On the Intercultural, Comparative, & Transnational**

Intercultural rhetoric was proposed by Ulla Connor (2004, p. 312) to replace “contrastive rhetoric.” Connor thinks “intercultural rhetoric” studies can include both cross-cultural and intercultural studies. He adopts Sarangi’s view that “cross-cultural” abstracts entities across borders, whereas “intercultural” emphasizes the analysis of the encounter between two participants representing different linguistic and cultural backgrounds (1995, p. 22). In addition, he seems to be in agreement with Sarangi’s stance that consistency within any given cultural group should not be over emphasized (Connor, 2004, p. 309). Contrastive rhetoric belongs to research on English as a second language (ESL) and English as a foreign language (EFL) in that it focuses on how a human being’s first language and culture interfere with his or her writing in a second or foreign language. The term “contrastive rhetoric” was first coined by Robert Kaplan, applied linguist, in 1966, and widely expanded from 1996 to today by Connor, among others. Contrastive rhetoric brings attention to cultural and linguistic differences in the writing of English L2 students.

Connor also draws from Kennedy's (1998) and Sullivan and Porter's (1997) definition on rhetoric as an act of communication: utterances made for a purpose (p. 304). For instance, in his *Comparative Rhetoric: An Historical and Cross-Cultural Introduction*, Kennedy (1998) defines rhetoric as "a form of mental and emotional energy," and explains that "the mental or emotional energy that impels the speaker to expression, the energy level coded in the message, and the energy received by the recipient who then uses mental energy in decoding and perhaps acting on the message" (p. 3-5.). On the other hand, Sullivan and Porter, in their *Opening Spaces: Writing Technologies and Critical Research Practices* (1997), stress the rhetorical situation in communication (p. 25). In addition, Connor adopts the postmodern mapping framework in order to conceptualize contrastive and intercultural rhetoric: text in context theory (Fairclough 1992), the intertwining of "large" and "small" cultures in discourse (Holliday 1994, 1999; Atkinson 2004), and interaction (Sarangi 1995) and accommodation (Giles, Coupland, & Coupland 1991; Coupland & Jaworski 1997; Connor 1999b) (p. 305). Further, Connor stresses Giddens's structural theory in that it helps understand the ever-changing genres, models, and social practices (p. 306).

In June 2013, comparative rhetoric was defined in "A Manifesto: The What and How of Comparative Rhetoric" at the RSA Summer Institute Workshop led by Arebella Lyon and Luming Mao:

Comparative rhetoric examines communicative practices across time and space by attending to historicity, specificity, self-reflexivity, processual predisposition, and imagination. Situated in and in response to globalization, comparative rhetoricians enact perspectives/performances that intervene in and transform dominant rhetorical traditions, perspectives, and practices. As an interdisciplinary practice, comparative

rhetoric intersects with cognate studies and theories to challenge the prevailing patterns of power imbalance and knowledge production.

The objects of study for comparative rhetoric are those that “have significant ethical, epistemic, and political implications, comparative rhetoric explores communicative practices frequently originating in non-canonical contexts and focuses on practices that have often been marginalized, forgotten, dismissed as anything but rhetoric, and/or erased altogether.”

The goals of comparative rhetorical research are:

- to discover and/or recover under-represented and under-recognized cultures and their discursive practices;
- to enrich, engage, and intervene in dominant rhetorical traditions and practices;
- to promote and practice a way of doing, knowing, and being that moves away from defining/claiming a finite set of objects of study and that transcends borders, binaries, and biases; and
- to embrace different “grids of intelligibility” or different terms of engagement for opening new rhetorical times, places, and spaces.

Regarding methodology, according to the Manifesto, comparative rhetoric practices the art of recontextualization characterized by a navigation among and beyond

- the meanings of the past and the questions of the present;
- what is important and what is merely available;
- studying “effects of texts” and re-membering traces/excesses/absences;
- the imperative to speak for and with each other and an awareness of its fraught processes and consequences; and

- an outright rejection of assumed parity, equivalence, difference, or similarity and a readiness for interdependence and heterogeneous resonance without eliding power imbalance. (Mao et al. 2015. pp. 273-274)

Increasingly, as summarized by Lyon and Mao, studies of rhetoric are orienting toward global, transnational perspectives, and comparative rhetorical research helps to challenge the euroamerica-centric paradigm by enriching our knowledge of other/non-euroamerican rhetorical practices. Comparative rhetoric emphasizes the promotion of reflective encounters via interrogating how our own cultural make-up influences what we study and to gain a better understanding of how networks of power asymmetry and histories of cross-border and cross-cultural engagements shape and define rhetorical practices at all levels. Therefore, comparative rhetoric is a methodology that can deal with racial, global, and local issues such as bias. Comparative rhetoricians translate, interpret, and analyze local texts and have conversations or talk back to the universalized or prevailing discourse. In this process, according to Mao, the target audience is taught unfamiliar and indigenous terms that unfold ideographs from the original culture and/or texts and contexts. The rejection of often assumed and biased realities, no matter differences or similarities, made comparative rhetorical studies a literacy process for understandings and misunderstandings. Therefore, using a comparative rhetorical lens in transnational rhetoric and communication studies helps improve transnational literacy. On the other hand, transnational rhetorical studies started with transnational feminist rhetoric (Dingo, 2012) with networking arguments that investigate how women's lives are shaped by policy arguments. "Trans" before "national" indicates a state of being and a process that exists and happens between and among nation states. However, sometimes transnational can happen within one nation state when people travel, immigrate, etc. because national belonging, nationality(ies),

and places of dwelling can intertwine together. For instance, a Latina's literacy can be studied as transnational and translingual literacy when it involves the nations where the languages originated from and the places/nation-states where the speaker lived (Marcia Farr, 1994; pp. 65-66). Schiller, Basch, and Blanc-Szanton (1992) argue that the experience and consciousness of the migrant population can be called "transnationalism" (p. 1). They define transnationalism as a processes during which immigrants build social fields that link their country of origin and their country of settlement together. The migrant population was referred to as "transmigrants" (p. 1), who develop and maintain multiple relations on familial, economic, social, organizational, religious, and political levels that go beyond national borders. Transmigrants take actions, make decisions, feel concern, and develop identities within their social networks.

Transnationalism can be understood as a product of world capitalism (Block, 1987, p. 136; Nash and Fernandez, 1983; Wakeman, 1988), the result of cultural flow (Appadurai and Breckenridge, 1988; Hannerz, 1989) and as social relations (Sutton and Makiesky-Barrow, 1987; Portes and Walton, 1981, p. 60; Rouse, 1988, 1989; Richman, 1987). Dingo considers "transnational" as "networks of global institutions, supranational organizations, and nation-states" (p. 144). Owing to transnational references to address issues in fields such as international relations, global epidemics, economic stability, environmental protection, and so on, transnational rhetoric and communication tends to shed a more political and activist light on global issues, e.g., the wide spread of global communication technology and the growing economic and political interdependency (Michelle, 2009, pp. 247-259), NGOs (Dingo, 2012), etc.

Ben-Rafael et al. (2009) uses "transnationalism" to describe the diasporas and the advent of a new world (dis)order when doing international comparative social studies. Transnational is



different from “international” which designates activities in contact with official bodies—states, universities, associations or parties—belonging to different states; “transnational” refers to the relations run across states and societies, focuses on people and groups, and does not necessarily refer to official bodies; “transnational,” different from “international,” associates with the dispersal condition of social entities and actors that share an allegiance to some common attributes in different states and societies (Ben-Rafael et al., 2009, p. 1). Stearns (2005) claims that examining the development of Western cultures and particular nation states can be part of a local-global historical dialogue. The search for identity, itself, is a valid world history topic when thinking of diaspora, globalization, and the flow of human beings in an intensified information world. He stresses that the uses of history to strengthen identity and political maintenance are less important than more global understandings because this will require conversions on goals and choices that might have negative yet huge impacts (pp. 114-115). I am concerned with the implications and influence caused by worldwide population flow and the transnational literacy needed in not only venues of higher education, transnational corporations, and so on, but also the global public sphere, especially when it comes to ethical dimension of immigration, uses of technology, and citizenship.

My research is not the first to carry out transnational studies with a comparative lens. In 1988, Wakeman discussed “transnational and comparative” social research (p. 85). He found the gap between two schools of scholars: one that focuses more on the cultural aspect and one that focuses more on the business and foreign policies (p. 86), which suggests a need for both sides to think about a more holistic framework. Meanwhile, he emphasized the transnational cultural flow that creates diasporas with different national characteristics, and more importantly, the forces of media (movies, magazines, computers, etc.) that “close the cultural distance and

accelerate the traffic between overseas populations and their home societies,” (p.87.) therefore he advises to pay attention to key interactions that are caused by official/(trans)national policies and elites, those that are the result of informal and nonofficial networks, movements and exchanges among national populations:

- transnational implications of labor flows
- postwar global religious fundamentalism
- cross-regional and cross-country sectoral analysis of capital development
- the paradox of Americanization
- media studies
- the globalization of English and Arabic
- the revival of “national character” studies and their relationship to the study of “political culture” (p. 87)

I use a transnational framework to address and cope with the challenges brought forth by global capitalism, information flow and contra flow, technological innovations, and so on, which are all part of Wakeman’s suggestion. Further, these issues are all embedded with postcolonial, racial, and rhetorical contexts. For instance, I am concerned about how postmodern identities and subjectivities are shaped and troubled by increasing collisions of ideologies due to postcolonial influences, world order established after WWII, etc. I apply the comparative rhetorical framework to look at transnational texts and contexts as a way to intervene in postcolonial power dynamics and investigate the possibilities of a cosmopolitan postmodern agency in a world with overwhelming technologies and media. I explore the possible ethics, spirituality, and creativity that can be used in the teaching of technical communication to address contemporary

schizophrenic rhetorical situations that are frequently associated with the growingly unavoidable but narrow-minded nationalism.

Before I frame a transnational rhetoric and communication model for the education of world citizens, I examine institutional and organizational ethics that guide our current practices in order to show what has been done, what should be done, and rewards and challenges for those who work in the field of technical communication and writing studies in general.

## **4.2 ATTW's Code of Ethics**

As the principal national organization of teachers of technical writing, members of ATTW have two-fold responsibilities: 1) to teach technical communication as academic professionals, and 2) to fulfill general responsibilities as technical communication professionals. The ATTW code of ethics addresses these responsibilities in relation to how teachers of technical writing should expect of themselves and how others expect them to deal with ethics.

### ***4.2.1 Roles & Responsibilities***

As who work with technical aspects of communication, ATTW members share a mission to teach students the kind of literacy that is embedded and informed by technologies, techniques, and mass and new media. Meanwhile, as teachers, they share the teaching mission to always consider ethical aspects of technologies, techniques, and mass and new media. This two-fold task gives teachers of technical writing new challenges in the globalized convergence and divergence of technologies, information flow and contra flow, and other rhetorical, and oftentimes ethical, situations.

### ***4.2.2 Principles in Practice***

ATTW categorizes principles in practice according to the relationship between members and others. To students, teachers of technical writing should “foster a sense of ethical responsibility to themselves, stakeholders, and the public; prepare them for technical communication careers with the appropriate theories, knowledge, and skills; and respect them as individuals entitled to fair, equal, and helpful interactions and as professionals themselves.”

These guidelines emphasize the ethical dimension of technical communication in the first place and then stress the knowledge on both theories and skill sets. Besides, the guidelines require teachers of technical writing to respect students’ professional knowledge as well as their backgrounds, which imply racial, national, gender, class, religious, and other backgrounds.

ATTW’s guidelines to the academy are “to promote the academic traditions of advancing and sharing knowledge, tolerating diversity of opinion, offering responsible criticism, and encouraging freedom of expression; to promote intellectual property rights and fair use exceptions to facilitate the educational and critical use of information.” Therefore, the implications of the ATTW statements are to pursue tolerance on diversity of opinion, responsible criticism, and the educational and critical use of information, all of which are essential to transnational literacy, ethics, and skill sets. Teachers of technical communication should therefore be able to teach students how to critically engage in transnational technological and rhetorical endeavors. In addition, they have to teach the critical use and exchange of information in a myriad of transnational media regardless of the communicators’ citizenships, racial, religious, class backgrounds and so on.

Whereas ATTW is the largest professional association of teachers of technical writing, National Council of Teachers of English is an umbrella organization in the U.S. because some members of ATTW may not be members of NCTE and vice versa, we have to take a look at

mission statements from both organizations in order to get the entire picture of the teaching of writing and literacy.

### **4.3 NCTE's Stance on Literacy**

NCTE defines literacy as “a collection of cultural and communicative practices shared among members of particular groups,” and that social and technological changes will make changes to literacy. Since new and emerging technologies made our literate contexts more complex, literacy in the 21<sup>st</sup> century means a wide range of abilities and competencies.

According to NCTE's stance on literacy, this means we will have to cultivate different, dynamic, and malleable literacies. Most importantly, NCTE's stance on literacy focuses on the global aspect of 21<sup>st</sup> century literacies. Contemporary societies and people are more connected, networked, and travel more than before. The idea of “members of particular groups” have changed into larger, fluid groups that are more transnational than national, global than local. Therefore, NCTE believes that “successful participants in this 21<sup>st</sup> century global society must be able to

- develop proficiency and fluency with the tools of technology;
- build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- design and share information for global communities to meet a variety of purposes;
- manage, analyze, and synthesize multiple streams of simultaneous information;
- create, critique, analyze, and evaluate multimedia texts; attend to the ethical responsibilities required by these complex environments.

This means that our students should be trained as professionals and communicators who possess competence in global dimensions in terms of transnational technologies, cultures, identities, teamwork, information, multimedia communication, ethics, and so on. Hence, students should be aware that: 1. they now have more, different, and complex identities; 2. they can now easily communicate with people from different cultures; 3. they should learn to understand and communicate with people who have entirely different epistemologies, ideologies, and communication approaches; 4. they are now using technologies that are designed from different nations/parts of the world; 5. they are now exposed to all kinds of different information from different media platforms that are rooted in different cultures, ideologies, epistemologies, etc.; 6. they understand different people from the world have different values towards what is ethical and what is not, religiously and non-religiously; 7. they are now facing a reality that is much more intrigued than what it was like in history, which means everyone is supposed to have a higher level of critical thinking, writing, and communicating abilities to meet the explosion of information and the fast speed of how information is spread all over the world. In short, students and communicators in general will have to more or less deal with transnational and multicultural texts and contexts online and in real life circumstances.

#### ***4.3.1 Understanding Social & Cultural Practices***

The first step for understanding social and cultural practices is the awareness of one's and others' subjectivities and identities situated in a global entity. A parable can best explain what happens when a totality is examined only through part of its features. The folk tale "Six Blind Men and the Elephant," which traveled from India to many places of the world, became part of local oral and rhetorical traditions. Despite different versions of the tale, what happened was six

blind men try to comprehend and describe what the elephant looked like. They found themselves in complete disagreement and debate with each other because of different parts of the elephant's body they touch upon and started to quarrel. This tale cannot only be applied to local contexts of communication, but more importantly, transnational rhetoric and communication in that puts subjectivity and totality of truth at play.

In *Culture and Society*, Raymond Williams (1983) claims “culture is ordinary; that is where we must start,” because he thinks culture can either be a “way of life” or a “perfection through the study of the arts.” He thinks that since the Industrial Revolution, the working class, due to its position, has not produced a culture in the narrower sense because culture for the middle class is the collective democratic institutions: trade unions, cooperative movement, political parties (Williams, 1983, p.327). Therefore, working-class culture is primarily societal instead of individual, and only solidarity and/or self-awakening can remind the middle class/working people that the existing system distributes wealth, education, and respect in a naturalized mechanism, rather than worth, effort, and intelligence (pp. 328-329). To Williams, culture is also always unknown or unrealized, and a good community or society has to meet the common need, which requires attentively listening to others who have started their way of life from different positions (p. 334).

Language and rhetoric is significant because our human crisis is a crisis of understanding (Williams, p. 338); thus we must teach and influence our students and the general public to understand communication and communication practices in order to maintain societal and cultural solidarity for the sake of our common interest. Cultural literacy is therefore significant in calling for improved communication literacy.

#### ***4.3.2 Understanding Transnational Communicative Practices***

In our transnational rhetorical context, we have to understand communicative practices in a variety of situations and media. Hall (1976) conveyed, and others have reiterated frequently in literature and textbooks through description of different communication patterns, that understanding different rhetorical and communicative practices would be helpful in cross-cultural communication. Hofstede (1997) explains how organizational cultures can be different from national cultures, and how our mind can function as software in professional communication (2010). Horner and Lu (2006) hold that translingual pedagogy might advance students' ability to engage in cross-cultural and cross-border work.

Additionally, understanding transnational communicative practices should not only involve the Western rhetorical cannons and technologies, but also non-Western rhetorical traditions and non-Western technologies. Teaching argumentation and audience will thus mean paying attention to practices in big and small cultural contexts. Further, contemporary literacy is almost always embedded in the digital and multimedia contexts.

### ***4.3.3 Reading & Composing Multimedia Texts***

NCTE's Annual Business meeting in San Francisco, California, in 2003, established the "Resolution on Composing with Nonprint Media," that our world is increasingly becoming digital and therefore "non-printcentric," which means the Internet, audio files such as MP4, videos, and other media are transforming our communication experiences. Such a resolution can be easily connected to our technological platforms on the World Wide Web, Mobile Apps, and Social Networks in general. However, when affirming the likeliness between reading and writing new media texts and traditional texts, NCTE also stresses the basic need both theoretical and pedagogical for teachers to guide their students with new literacies in the best educational uses of



multimedia composition. Therefore, NCTE encourages a variety of literacies that involve multimedia composition, teacher training in this respect, and access issues in and outside of classrooms. Transnational multimedia literacy poses new challenges of identities, mediated communication, online cultures, as well as the difficulties to understand mass media.

#### ***4.3.4 Understanding Media Coverage & Mass Media***

In addition to the significance of multimodality and potential new literacies, NCTE stressed the importance of maintaining and increasing journalism courses and programs in the 2004 annual business meeting in Indianapolis, Indiana. Rice and O’Gorman (2008) encourage new modes of academic discourse that are adapted to the digital condition, emphasizing multimodality and critical thinking towards mass and new media. Thatcher (2010) defined digital literacy as the competency of accessing, understanding, and using digital media appropriately in different communication situations. According to his terminology, digital literacy across cultures is the ability to understand how the accessing, understanding, and appropriate use of digital media vary according to rhetorical and cultural patterns of a target culture.

Echoing Anderson’s prosumer approach (2003) that considers contemporary multimodal composition agents as both producers and customers, argues that students’ writing/editing experience in journalism help them to perform better on testing, in courses, and most importantly, and in their use of grammar, punctuation, spelling, accuracy, and sources (*Journalism Kids Do Better*, Dvorak et al.).

According to Thatcher, effective cross-cultural digital literacy, which in part is journalistic literacy, requires technical communicators to have the competencies of understanding the rhetorical characteristics of the digital medium itself; mapping rhetorical characteristics to the

demands, constraints, purposes, and audience expectations of the rhetorical situation in their culture; assessing how the rhetorical situation varies in the target culture; and adapting their communication strategies to the different rhetorical expectations for the target culture (2010), which requires curriculum design, research, teaching, and textbook writing change their U.S. and/or Western ethnocentric approach.

#### **4.4 IEEE Mission Statement & Strategic Plan**

Any person who is familiar with technical communication should be familiar with IEEE (the Institute of Electrical and Electronics Engineers), at least from manuals, textbooks, and/or friends who are part of the organization. IEEE, the largest professional organization of technologies, and in its strategic plan for 2015-2020, claims, “IEEE fosters technological innovation and excellence for the benefit of humanity, which connects the development of technologies with humanistic end. The goal of technological advances is to benefit, rather than harm humanity, which is a crucial goal provided misunderstandings due to a more closely networked international community. Besides, IEEE also stresses the mission of improving global conditions with universal recognition of technology as well as core values that strengthen trust in dialogues and collaborations, joint growth and cultivation of engineers, scientists, and technologists, global community building, partnerships, service, and integrity in actions.

IEEE’s goals for the 2015-2020 strategic period are also on a global, rather than local scale because of its nature of serving the entire humanity. They state their goals as follows:

- Expand and enable dynamic, nimble, flexible, and diverse communities to help individuals from around the world to share, collaborate, network, debate, and engage with one another.
- Provide technically vital forums for the discussion, development, and

dissemination of authoritative knowledge related to traditional technologies, while focusing more of our resources towards serving the professionals working on emerging and disruptive technologies.

- Lead humanitarian efforts around the world to use technology to solve the world's most challenging problems.
- Leverage IEEE's technology-related insight to provide governments, NGOs and other organizations, and the public with innovative and practical recommendations to address public policy issues. ("IEEE Strategic Plan." [www.ieee.org](http://www.ieee.org))

From the goals of IEEE for the next 4 years, we can see that technical and professional communication researchers, instructors, and practitioners have to consider the issue of global diversities of technology, emerging technologies, problem solving in challenging issues on a global scale, and work with transnational institutions on public policy issues—all of which cannot be accomplished without transnational rhetoric and communication.

The issue under concern then, becomes related to a variety of cultures and different literacies within these cultures around the globe. How are culture and literacy related? How are diversities of cultures and literacies coming from these cultures creating obstacles in national and transnational communication? In which ways do cultures produce different national identities that can be constructive or destructive to transnational identities? How do our cultural identities hinder our understandings of other cultures, other identities, other patterns of rhetoric and communication? How are virtual identities similar with and different from our real life identities? These are all questions relevant to the cultivation of world citizenship, elimination of global conflict and violence, as well as the sustainability of humanity in a technological world.

## 4.5 Culture & Literacy

Culture and literacy are interconnected owing to the fact that cultural context shapes and confines one's literacy. Barton (1994) argues that social and cultural practices are human beings' ways of life and contribute to the research on literacy in a range of areas (p.5):

- historical development
- the study of different cultures and subcultures
- oral cultures without literacy
- languages, scripts, bilingual literacy
- written and spoken language
- literacy and thought
- processes of reading and writing
- learning in schools
- pre-school literacy, emergent literacy
- learning at home, in the community, at work
- adult learning, adult literature, adults returning to study the politics of literacy, literacy and power

Whereas these traditional studies on literacy well serves the present day's literacy investigations, our present state of literacy has greatly changed because of traveling, the digital environment, migration, and instantaneous information sharing.

When citizens travel to different cultures either geographically and/or digitally, their identities might change when their literacy changes. This is also related to the transnationalism origin of migration. Hamilton (2012) considers literacy as an elastic idea that can be different in individual situations. She argues that literacy's many shades of meaning have been used to

justify policy interventions and educational practices, and literacy “carries a heavy burden of expectations and morality associated with economic prosperity and the rights and responsibilities of citizenship” and in international and national policies, dominant narratives have a central arguments on literacy to construct nationality, global citizenship, as well as entrepreneurs in the global marketplace (p. 1-4).

#### ***4.5.1 Literacy & the Culturally Defined Literacy***

Heath identified a literacy event as being any occasion in which a written text is involved in a social interaction (Shirley Brice Heath, 1983). Barton uses the metaphor of eco-system to navigate human interactions within the environment they live in (2007). His social practice approach calls for investigations in how literacy will work within particular ecosystems of which literacy is part. Therefore, his work brings attention to the political, economic, and cultural practices in which written rhetoric or word is embedded. Hamilton emphasizes the situatedness of literacy as a social practice and draws attention on the contexts in which teaching and learning activities take place: the situated social practice view emphasizes that any teaching and learning activity should take place with the following wider aspects of context in mind:

- what people *do* with texts rather than focusing simply on the texts themselves – literacy events or moments where a text is used in practice; how people help one another to accomplish written tasks (such as writing a letter, filling in a form);
- how reading and writing are embedded in everyday activities (e.g. in weddings, in doing karaoke, in finding your way round a strange town), and how the reading and writing involved in these local ‘ecologies’ of literacy are formed by cultural convention and reflect and support social relationships;

- how literacy is changing (such as computer-based assessment, sending emails rather than postcards, shopping online, blogging);
- the diversity of different languages, scripts, cultural conventions and modalities (written codes, images, symbols) used in reading and writing. Some of these will be more familiar to particular learners than others. Different literacy activities may also require different physical and cognitive skills (such as using pen and paper or typing with digital keyboard, reading Braille, painting a sign board, reading a graphic novel or a poem, using Arabic, Chinese or English script)... (Barton et al. 2000)

We can see that Barton et al. stresses the coherence of the social approach to literacy studies. These four aspects help us to realize that our literacy is embedded in everyday, transnational, digital, and print texts and contexts. This social approach is also important for a transnational pedagogy because when teaching students technical communication and writing genres, almost all kinds of assignments can be transnational and digital in our current rhetorical context.

Hollins (1996) groups culture into three types and discusses different definitions regarding political beliefs of the instructors, conceptualization of school learning, approaches to institution, as well as curriculum framing. Her three types of culture are: “artifact and behavior,” “affect, behavior, and intellect,” and “social and political relationships” (3-8). To her, the first category refers to social interaction patterns such as rituals and ceremonies, artifacts that include performing and visual arts, and teachers who adopt this definition of culture tend to be in support of national curriculum in order to preserve essentials of the Western civilization (5). They also tend to be more universalistic and strict in classrooms since they adhere a set of rules in a specific culture (5). They may look at minorities, lower classes, and second language user students as in need of extra help in basic skills rather than considering them contributing

knowledge to the classroom. This categorization of cultures renders literacy a framework of culture, which illustrates the significant roles instructors and institutions play in shaping and teaching literacy.

#### **4.5.2 *Literacy & Diversity***

Young and Kendall (2009) discuss divides, dichotomies, and leaps in literacy, literacy's social turn, literacy in English vs. literacy, and pedagogical implication and tensions regarding the correlation between rhetoric and literacy (pp. 335-349). These discussions inspire us to think about the social consequences of literacy, those benefited most from literacy, and how the rhetoric of literacy constructs individuals and communities, and most importantly, to take literacy as a means of social interaction and creating conversations by means of persuasion.

NCTE has been upholding policies and statements that encourage and support all possible opportunities for all individuals to contribute to the field of literacy education. Toward that end, NCTE also ensures that people of color and those from historically underrepresented groups—African American, Pacific Islanders, American Indians, Asian Americans, and Latinos—have their rights of literacy and add varieties of literacies into the literacy education. NCTE is committed to the development and support of policies, programs, groups, and special initiatives that address diversity of literacy education. The question here is: how do we better revise our pedagogies to teach diversity and inclusion? How can we foster students' compassion when teaching literacy of the Other? All these questions help us understand how we live among people who look and act different from ourselves, how to respect different ways of doing things, of thinking, of eating, and how to tolerate and understand different values and preferences, and how to engage in different ways of communicating.

### **4.5.3 *Globalization & Transnational Literacy***

Xiaoye You (2016) considers cosmopolitanism as an answer for future writing studies when he connects cosmopolitan philosophy with the Chinese philosophy of dwelling place, that the ancient Greek and Chinese philosophies agreed on the idea of a citizen or a gentleman who is cultivated to transcend the boundaries of his own community and location (2016). You's argument of a cosmopolitan English and a transliteracy is based on the globalization of linguistic, ethnic, cultural, and national dynamics. He draws on Fleckenstein's idea of "CyberEthos" (1999) that stresses the difficulty of locating ethos in a single definition or speech act because ethos has been attributed dissimilarly in different historical periods and across various cultures; therefore, to You, CyberEthos becomes a heuristic that encourages contemporary agents to live virtuous virtual lives that requires various efforts to establish a healthy balance or harmonious human relations. My research works on connecting cosmopolitanism with transnational rhetoric and literacy for the purpose of harmonious human relations, too.

### **4.6 *Culture, Identity, & Subjectivity***

The investigation of transnational literacy cannot avoid the discussion of cultures, identities, subjectivities, and the relationship among the three. Hall (1990, p.222) suggests to look at identity as a product and process that is constructed within a person instead of exterior representation; therefore, he is suspicious of the term "cultural identity." Althusser (1971) discusses identification by defining it as a process of individuals becoming "knowing subjects," which illustrates a person's subjectivity with his/her own rational and unified consciousness and command.

Traditional cultural identity is the consequence of self-internalization and recognition of in group/out group members (Cheong et al., 2012, p. 125). To Collier (2000),



cultural identity is presented through core symbols and norms and changes over time with multifaceted forms. Cultural identity can be both enduring and changing: enduring because it has affective, cognitive, and behavioral elements; changing because it features temporality, territoriality, and interactionality (Belay, 1996; Preston, 1997).

Whichever framework we choose to examine subjectivity and identity, it is true that subjectivity and identity are always constructed within cultural narratives and practices: historical, political, ideological, visual, and so on.

#### ***4.6.1 Identity & the Culturally Defined Identity***

Gilbert analyzes the inevitable relationship between culture and identity, between identity and nationalism, the material representations of cultural identity, and the inner connection between identity and subjectivity (2010). He holds that unequal power exist in coping with the issue of identity between the majority culture and the minority culture, and that unless the minority's voice is heard, there is no significance on the evaluation and investigation of cultural identity (197-198). He also claims the importance of language in the power dynamics of identity and politics (96-97). Whereas his in-depth discussions might be true in most of the conditions, he overlooks the significance of studying cultural identity for the sake of self-integration, and problem solving functions in cultural conflicts.

Abbinnett holds that culture and identity are not merely abstract and philosophical notions because the subject, the "self," who behaves and engages in social activities, can only be defined and recognized through cultural frameworks (1). Drawing the ethics of care from Levinas (1981, 1993, 1994) and Bauman (1989, 1993), economic sacrifice from Derrida (1990, 1995), the nature of responsibility from Lyotard (1988), he continues to claim that the identity of

self can be self reflective, caring, and responsible for others (p. 1 & pp. 15-24). In tracing the notion of identity, Abbinnett unfolds the connections between Derrida (1981) and Heidegger (1987) and their metaphysical discussions on the subject matter of existence and identity (125-128). He argues how Derrida generates from Heidegger's "Dasein/Being" (1987, p.177) "the Other" and the interrogation of "What is proper to a culture is not to be identical with itself" (1992, p.9) as a reflection on the different cultural beings or differently identified subjects. More importantly, Abbinnett advocates Derrida's metaphysical notions of the subject, ethics, and friendship and their interconnections despite "différance" within a subject and among subjects, a universality of humanity (202).

Identity and the knowing subject is a significant element in composition (Shen, 1989: 459-66) and technical communication classrooms (Hunsinger, 2006, pp. 31-48) because only when pedagogies pay attention to the cultural identities of "I" and "Other," to the subjectivities and intertextualities between Western and non-Western rhetorical and communication traditions, can we better teach culture and culturally defined identity, the power dynamics, equality, and justice in a postcolonial world.

#### **4.6.2 *Ideology & Identity***

The examination of identity is also always decided by a culture's ideology. As Althusser (1971) argued, and thereafter extended by Jameson (1981), the unconscious, non-rational, and emotional dimensions of identity are worth noting and studying because behaviors and actions caused by the political unconscious can cause racism, ethnocentrism, sexism, and other kinds of hatred and violence. Literacy about other ideologies, ways of life, identities, and cultures that encompass these is fatal to ignorance, unawareness, intolerance, and other alienating actions.

Therefore, in order to build a transnational rhetoric and communication model without bias and injustice through the lens of comparative rhetoric, we'll have to trace rhetorical texts and contexts that discuss race, ethnicity, gender, religion, and so on.

#### **4.6.3 *Born Not Equal***

After all, identity is loaded with social and political norms. When a person ponders the term identity, gender, class, race, and other variables come into consideration easily. In the *Universal Declaration of Human Rights*, it is written in “Article 1” that “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood” (p. 4). Due to geopolitical localities of culture and culturally framed identities, human beings have a political unconsciousness that blocks them from thinking from different perspectives and this political unconsciousness consists of their subjectivities, experience, and literacy hindering them to think otherwise. Taking this article as an example, although it is ethical to think human beings enjoy equal rights and dignity, and they should consider each other as brothers, our real world experience may not speak to these characteristics of life and patterns of communication.

Article 2 of the *Universal Declaration of Human Rights* asserts:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Sadly, human beings are not born equal in many cases, contrary to the rhetoric in this declaration, due to our national, racial, class, and other bondages. For instance, some citizens can travel to more countries without a visa than others; some people are treated unjustly because of their skin color, and so on and so forth. However, we want to struggle for the equality among all human beings in higher education to produce better citizens for societies and the entire world. How can a citizen be compassionate towards not only his or her own countrymen, but also others who think and act in ways different from his or her own? How can we fight against global conflicts, violence, and wars and work united for a sustainable globe? The answer lies in the cosmopolitan ideal and its characteristics of love, care, and tolerance, with a mindset of service.

As a first step we must rethink our notions of nationalism, ethnicity, and race due to postcolonial and post world war global order. What is needed is a reconceptualization of culture and society (Wolf 1982, 1989; Worsely 1984; Rollwagen 1986), (Schiller, Basch, and Blanc-Szanton), one that can critically look at the racial, ethnic, class, and national histories both horizontally and vertically as McGee (1980) suggested. For instance, in the United States, national and public rhetoric speaks for equality in all these three areas, whereas in reality hegemonic constructions are found everywhere in its racial relations, treatment of ethnicity, and American nationalism. Therefore, these hegemonic identity construction processes and products need to be examined in order to use a humanitarian approach described in the Declaration. However, no matter which category in the human rights arena we are talking about, it always goes back to political boundaries of nation states due to postcolonial, capitalist, and consumerist consequences.

#### ***4.6.4 Globalization, Citizenship, & Cosmopolitanism***

Cosmopolitanism, owing to its inherent connections to border crossing, nationalism, internationalism, and world citizenship, serves as a way out for the late capitalist global issues such as global refugee issues, sovereignty and border crossing, post world war and post colonial conflicts and violence, gaps between the global south and north, among underdeveloped, developing countries, and developed countries, and all the daunting tasks of access, equality, and sustainability. The ideas about America as an immigrant country, the European Union, the United Nations, and other various transnational organizations and institutions as the frontiers of realizing the cosmopolitan ideal seem to be challenging, but desperately in need in the current anti-immigration, anti-refugee, anti globalization rhetorical context.

#### **4.7 Global Communication in the Postmodern Digital Era**

McLuhan (1994) emphasizes media's role as an extension of man, which means media is not neutral and therefore extensions of humans' subjectivities. Because of this media dimension, we must pay attention to new forms of literacy such as "electracy"—the literacy in digital, especially new media contexts (Rice, Jeff, and O'Gorman, Marcel. 2008). For the purpose of transnational and comparative inquiries, students must be able to understand and apply rhetoric and communication across cultures using different media (Ball & Kalmbach, 2010).

##### **4.7.1 Global Identity**

Just like You (2016) argued, cosmopolitanism shares a common ground with the Chinese idea of dwelling around the globe, or *sihaiweijia* (四海为家). Cosmopolitan equality is easier for some to think of, whereas difficult for others. Indeed, to some, modernization, globalization, development, innovation, and so on, seem to be euphemisms of imperialism because some nation

states already have powerful status whereas others do not after WWII. Accordingly, national power and national belongings frame human beings' identities, dignity, and behaviors. Similarly, corporate cultures shape employees' identities.

#### ***4.7.2 Intensification of the Fragmented Subject***

The intensification of the postmodern fragmented subject can be interpreted in many ways: negotiation among different cultures, literacies, identities, technologies, media, and ideologies. Information flow carries all these in our hurried life style of the postmodern and posthuman conditions. In the transnational rhetoric and communication model, I am not using traditional or classical inter- and/or cross-cultural variables because the focus of transnational rhetoric and communication is on how the fragmented subject integrates the self/subject in postmodern and posthuman texts and contexts. My observation relies mostly on new variables such as international travel both physically and virtually, international times zones, national and international identities, technologies, and media as reflected in the three layers of cultures, namely, epistemology, ideology, and rhetoric.

#### **4.8 Transnational Rhetoric & Communication Model**

Based on but different from Thatcher's onion model of rhetoric and communication that excludes the postmodern subject, this model should first have a compartmental subject, which is caused by postmodern clashes of civilizations, fragmentation of the context and text, as well as the technologies (mass media, new media, artificial intelligence, and so on) in the postmodern and posthuman era; Secondly, this subject, whereas being a transnational site of communication both vertically and horizontally with historicity, negotiates meanings with other subjects who are either solo cultural beings or multicultural beings; Thirdly, the subjects of transnationalal

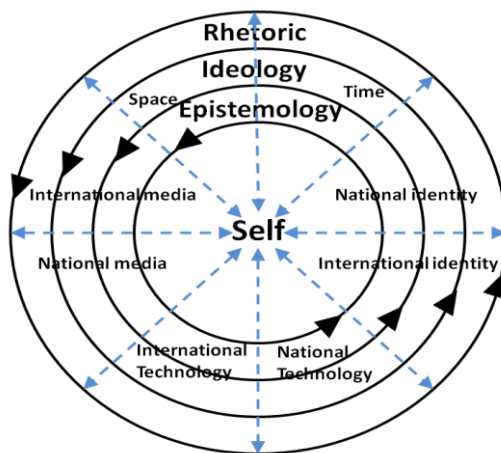
rhetoric and communication model negotiate inside or outside themselves within different contexts.

This model comes from years of frustration about inter-, cross-, multi-cultural learning and teaching experience. For instance, the difficulties in explaining to acquaintances and students about my own culture, the impossibility in finding equivalent terms in target languages when translating Chinese into English or French or German, and vice versa. It is also out of my hope to reduce misunderstandings, to cultivate transnational literacy, to help professionals in transnational working environments, and ultimately, to achieve peaceful and sustainable development and eliminate violence caused by misunderstandings and ignorance of cultures other than one's own. For example, the political system in China 人民民主专政/renmin minzhu zhuanzheng has been translated to "the people's democratic dictatorship," which was laughable to a Danish Professor at the International Rhetoric Workshop in Uppsala University, 2016, so he asked me. I politely explained that it was a wrong translation and it deserves better interpretations because there is no English equivalent in the Chinese language unless the term is translated by explaining its emphasis on the rights of the people. The list is endless if you check online or travel in China. Nevertheless, this is the task of transnational rhetoric and communication scholars, for they have the ability to dismiss the wrong translations and misunderstandings caused by linguistic and cultural aspects of rhetoric and communication.

Having been an ESL/EFL student for 30 years, I have taken courses as a Translation and Interpretation major, a British and American Literature major, as well as a Rhetoric and Composition major. I have been teaching English to both native and non-native students, English and non-English majors for over 10 years. However, according to my informal dialogues, formal surveys, and interviews with instructors, friends, and students, they are still struggling in diverse

rhetoric and communication environments, especially those who taken technical/professional communication classes. I decided to make a little contribution to this field by analyzing major textbooks in the hope of cultivating world citizens who are competent in transnational rhetorical and communication contexts, although the evaluation tools according to my interviews are only limited to commercially available ones at this stage. Most importantly, I hope this research can add a rhetoric of love and care as advocacy of peace and sustainability to our and future generations.

Although Thatcher's eight common cross-cultural thresholds encompass the general condition of inter-cultural rhetoric and communication, he argues that in the postmodern fragmented context, there can be no inter-cultural rhetoric and communication due to the fragmentation of the subject. Nevertheless, I follow Jameson and McGee's postmodern fragmentation frameworks that focus on how to interpret fragmented rhetorical texts and contexts.

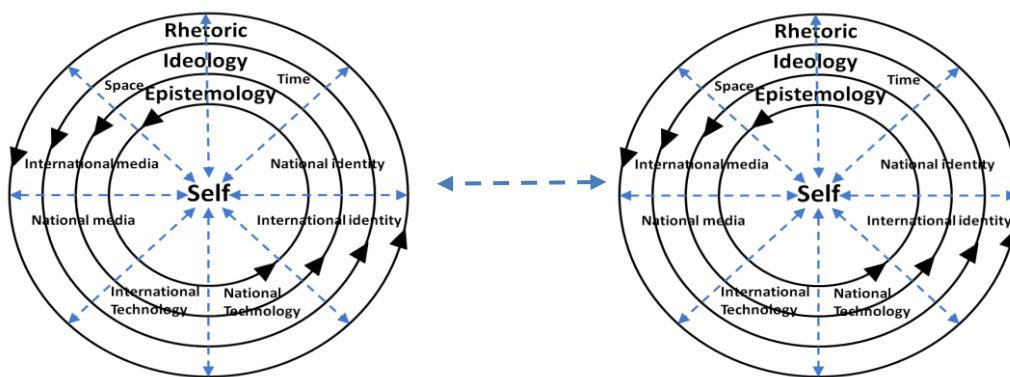


**Figure 3. Postmodern & Posthuman Self in Transnational Context**

I argue that it is not only possible for postmodern and posthuman subjects to carry out intercultural and cross-cultural communication, but also promising for them to integrate the fragmented subjectivities, texts, and contexts, providing the literacy and competence in



transnational rhetoric and communication. In the transnational rhetoric and communication model, I'm especially interested in how postmodern and posthuman subjects relate to others on the cultural level. I am also interested in how postmodern and posthuman subjects negotiate within themselves various cultures via a range of different media. I built this model to inform the unprecedented questions that are facing as a result of emerging technologies. For the purpose of this investigation, I have to relate to other transnational rhetoric and communication variables that I include here in this model, especially how identities, media, as well as technology are similar and different on both national and international levels.

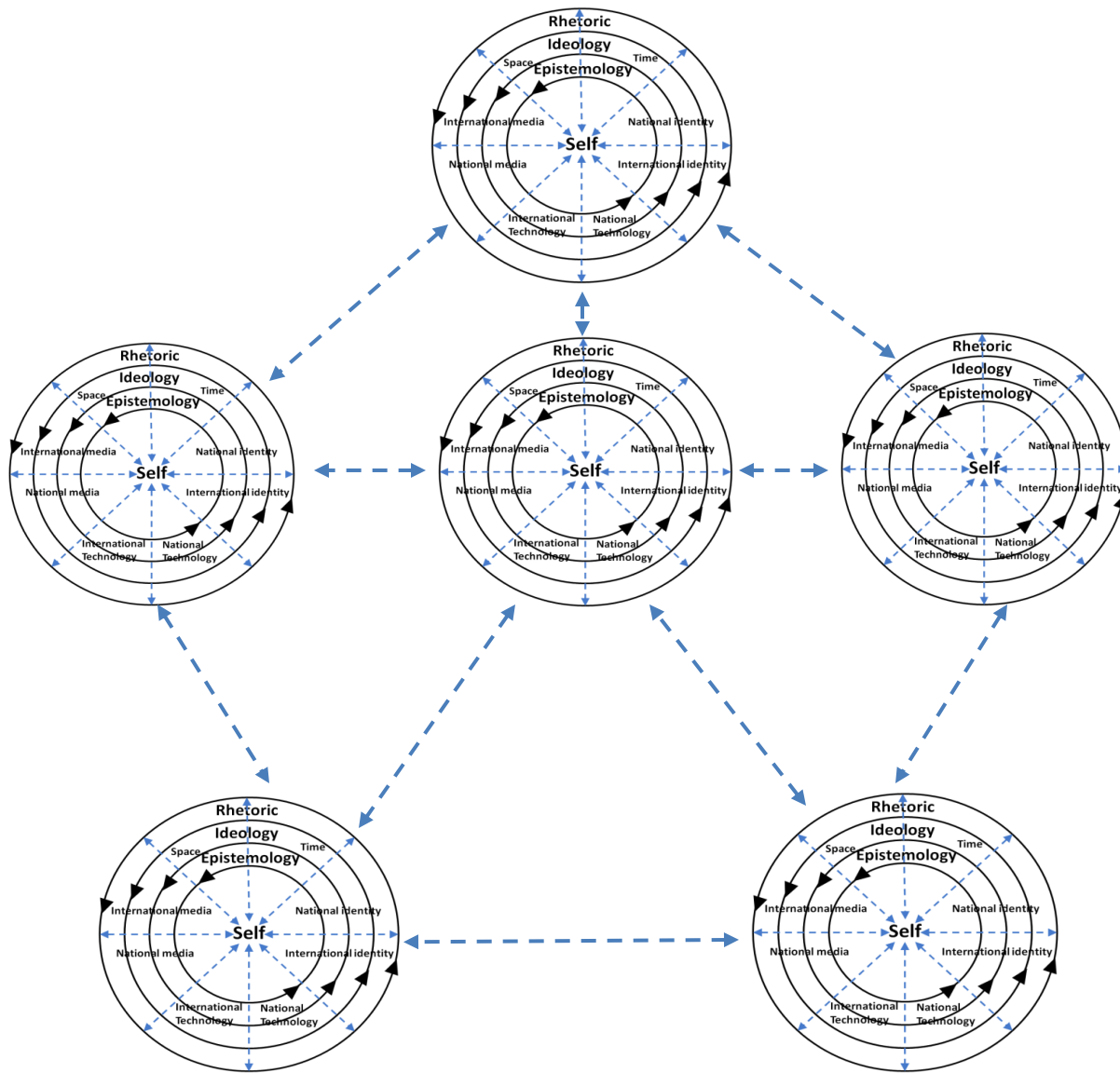


**Figure 4. Transnational Rhetoric & Communication Model:  
Interaction Between Postmodern & Posthuman Subjects**

Because adapting digital communication across national borders evolves cultural differences regarding purpose, audience, information needs, organizational strategies, style preferences, and when associated with different national and international digital media, cosmopolitan approach offers a universal frame for approaching technical communication with humanistic ethics. It takes compassion, love, care, and responsibility for each other as world citizens in order to apply the transnational rhetoric and communication model in that a global vision is at the top of all sustainable and ethical communication.

Using space and time, two essential concepts in postmodern texts and contexts, elaborates

the integration tasks postmodern subjects will have to cope with providing the collapse of both in a fragmented reality. I assert that the collapse of time and space is subjective victory of the stream-of-consciousness trend and the defeat of the overwhelming knowledge and information throughout our history. Dingo (2013) regards postmodern subjects as agencies dealing with complex information in transnational literacies.



**Figure 5. Transnational Rhetoric & Communication Model:  
Interaction Among Postmodern & Posthuman Subjects**

As discussed in the first section of this chapter, transnational rhetoric is political because

the word “nation” is politically charged. Second, it enables us to look at global rhetoric from the deliberative aspect of rhetoric, digging into the deeper structures of cultures, nations, and peoples. Third, transnational rhetoric and communication is inherently cosmopolitan owing to the essential cosmopolitan values of “trans,” such as awareness of others, compassion, love, care, and service beyond national borders. I am using the term “self” instead of “subject” because what I am trying to achieve is the competency of transnational literacies within the identity of world citizen.

Therefore, awareness from the self, i.e., self-awareness, is the first and foremost issue involved in the transnational rhetoric and communication model. For clarity purposes, I am not repeating the traditional cultural variables used in inter- and cross-cultural rhetoric and communication because what I am highlighting is the national/international binary, which is crucial to identity formation, and the coming-of-age of world citizens in general. However, it’ll be more challenging for the postmodern and posthuman subject to become a genuine world citizen due to the increasing emergence of technologies, media, and the fast speed of information exchange. Therefore, it’ll be helpful to look at how these subjects interact between and among themselves (Figure 4 & 5).

For the purpose of this study, I relate to key transnational rhetoric and communication variables such as identities, media, as well as technology. In figure 5, the interaction among postmodern and posthuman subjects requires transnational literacies on one’s and others’ national and international identities, national and international media, and national and international technology. It also requires the subjects to know very well the others’ epistemologies, ideologies, and how these two are reflected with rhetorical patterns that are not necessarily the same with the subjects’ own ways of communication.

Also, the postmodern and posthuman subjects have to horizontally and vertically learn and examine the historical and contemporary rhetorical patterns, epistemologies, and ideologies carried with the national and international media, technologies, and identities. Therefore, in the interaction among the postmodern subjects, if any party lacks the transnational literacy needed in the above-mentioned areas, the communication will not be smooth and misunderstandings and even conflicts and violence may happen.

Because adapting digital communication across national borders involves cultural differences regarding purpose, audience, information needs, organizational strategies, style preferences, and when associated with different national and international digital media, the cosmopolitan approach offers a universal frame for approaching technical communication with humanistic ethics. It takes compassion, love, care, and responsibility for each other as world citizens in order to apply the transnational rhetoric and communication model in that global visionary is the source of all sustainable and ethic communication.

In Figure 5, I use dashed lines with arrows in this model to illustrate open ended possibilities among the subjects and their interior growth, thinking patterns, and the open dynamics among their identities, transnational media, technology, time, and space. I use solid lines to signify the layered relationships among epistemology, ideology, and rhetoric. The arrows illustrate directions of communication and flow of information, thinking patterns, technology, identities, and transnational time and space. I draw the six subjects and then connect them together, illustrating their interactions and communication. I have used this model to generate abstract and operational codes/variables for data analysis, which other instructors, administrators, and students can apply in their teaching, administration, and learning process. I borrowed from Thatcher's onion model the layers of self, epistemology, ideology, and rhetoric because I agree

with the relationship among epistemology, ideology, and rhetoric and how they together shape a person's way of knowing, communication, and behaviors in general. My transnational model is different from Thatcher's model in that it visually presents how the self/subject resides and reacts towards national and international media and technology, and how the self/subject's identity is shaped by postmodern collapse of space and time transnationally. In this new model, the subject interacts with others' using his/her own national epistemology, ideology, and rhetoric. The transnational interaction and learning process then gradually shape the subjects into world citizens with transnational literacy on each other's epistemology, ideology, and rhetoric from learning from each other's identities, media, and technology.

In order to evaluate and analyze the textbooks I have chosen, I have designed code sets according to the theoretical frames I adopt. I have also developed the more general and abstract codes in my transnational rhetoric and communication model into operational variables that can be used to conduct textbook analysis. I have cross-tracked indexes, references, page numbers, and most importantly, theoretical frameworks and pedagogical practices in the content of each textbook I conduct rhetorical analyze with.

#### ***4.8.1 Abstract/Overriding Codes***

According to the transnational rhetoric and communication model, I have 9 abstract/overriding codes in the transnational rhetoric and communication model, which I use to describe the current status quo of transnational rhetoric and communication, or what is frequently referred to as global rhetoric and/or communication, or international communication. These codes are: Space, Time, Identity, Epistemology, Ideology, Rhetoric, Technology, and Media.

However, they can be further coded into operational codes that will be illustrated by specific codes/examples in textbooks.

#### **4.8.2 *Operational Codes***

I categorized abstract codes into operational units that can be used for textbook analysis. “Space” in the transnational sense will be defined/split into international, global, transnational, national, interpersonal, mapping and other kinds of spatial definitions and terminologies that define the distance and space between and among countries and people. “Time” to a transnational extent will be defined/split into different definitions of time such as historical perspectives, time zones, and values toward time, etc. “Identity” refers to both international and national identities, and most importantly transnational identity when a subject is looked at from different, transnational, and ideological perspectives: for instance, double national identities with dual citizenship, multicultural family origin identity, world citizenship, global citizenship, etc. “Epistemology” as the justification of knowledge can mean very different things in different cultures, nations, and within different identities. “Ideology” can be categorized into national and international ideologies, ideologies from different parties and social systems (democratic, republican, communist, socialist, capitalist, etc.). “Rhetoric” as the exterior expression of epistemology and ideology, can therefore use different appeals such as pathos, ethos, logos, as well as persuasive patterns. “Technology” means a myriad of platforms, tools, methods, and issues that surround surveillance, access, and even human rights. For instance, smart phones, i-pads, apps, privacy settings, VPN, etc. can mean different rhetoric and ways of communication in different cultures. “Media” in the contemporary world is multidimensional and multifocal, with many issues that the designers, journalists, reporters and other stakeholders impose on the

audience. This means the audience will have to keep a critical distance from the kinds of information that media provides. National/international media represents the cultures, ideologies, and epistemologies that frame them; therefore, information flow can be an overwhelming obstacle for the audience to discern the truth. In this way, the rapid flow of information, the multifaceted nature of media and the tremendous amount of information on the Internet impose on the “self/subject” an unprecedented task. He or she will have to consider time and space, national boundaries, cultural factors, and other complex systems even before understanding the information he or she receives on a daily basis.

**Table 3. Codes of Transnational Rhetoric & Communication Model**

Overriding Codes	Operational Codes		Specific Codes	Examples
Rhetoric	Media	International Media	Global broadcasting companies, news agencies, etc.	CNN, BBC, VOA, etc.
		National Media	Local broadcasting companies	CCTV(Chinese version), Georgia Public Broadcasting, etc.
	Technology	International Technology	Social media, telecommunications, the internet, etc.	“Facebook,” “Twitter,” “Whatsapp,” etc.
		National Technology		“Baidu,” “CNKI,” “China mobile,” etc.
	Identity	International	Nationality, cross	“American,” “German,”

		Identity	border identity, etc.	“Japanese,” “international student”
		National Identity	African American, native American, American Chinese, etc.	People of color, ethnic people, transgender, etc.

However, in order to analyze survey, interview, and textbook data so that the analysis would answer my research question on whether current practices help students to become genuine world citizens with transnational awareness and responsibilities, whether current pedagogies cultivate students’ transnational literacy, skills, and competence, I looked at the following:

1. What are the theoretical and pedagogical frameworks in curriculum, textbooks, and pedagogies?
2. How is transnational rhetoric and communication presented in the curriculum, textbooks, and pedagogies theoretically and practically?
3. What kinds of pedagogical results are the curriculum and textbooks trying to achieve by assignments design?
4. Do the curriculum, textbooks, and pedagogies address the global and transnational issues? And how?
5. Regarding reading materials, examples, and assignments, do the syllabi, textbooks, and pedagogies cultivate students’ ability/competence in understanding epistemology, ideology, and rhetoric from a transnational perspective?



6. Do the curriculum, textbooks, and pedagogies give instructions and teaching guidance to students in terms of how and why transnational rhetoric and communication skills matter in the multicultural workplace?

7. Do the curriculum, textbooks, and pedagogies address communication situations that relate to World Englishes, multilingualism, as well as transnational cultural contexts and transnational literacy practices?

8. What cultural and national variables do the curriculum, textbooks, and pedagogies use to guide transnational communication?

9. Whether and to what extent do curriculum, textbooks, and pedagogies relate the umbrella transnational literacy through multimedia and new media literacy?

Based on the values and concepts in the new model, I have summarized these codes into the table below:

**Table 4. Transnational Rhetoric & Communication Variables**

Category	Overriding Variables	Operational Variables
World Citizenship Dimension	international travel	visa application, passport politics, international flights, etc.
	borders	passing customs, borders, border checks, etc.
	citizenships	nationalities, dual citizenship, etc.
	tolerance and compassion	awareness, willingness, care, love, understanding, be an active listener, etc.
	humanistic dimensions	refugee, asylum, immigration, etc.
		doing search and research on the Internet,

	virtual travel	communicate globally online, engage in online events and activities, etc.
Literacy Dimension	ethnicity	Asian (Korean American, Japanese American, etc.), African American, etc.
	race	European (German, Irish, etc.), African, Asian, Hispanic, etc.
	class	middle class, working class, etc.
	gender	male, female, transgender
	history	world history, national history, local (city, town, etc.) history, racial history, etc.
	politics	world politics, national politics, regional politics, family politics, gender politics, etc.
	ethics	global ethics, national ethics, racial ethics, cultural ethics, etc.
Media Dimension	national and international media	various media platforms: BBC, CNN, NYT, WSJ, China Daily, etc.
	speed	information flow, Internet, wifi, mobile data plan, etc.
	simulations	signs and symbols that represent truth/fallacy: words, phrases, ideographs, collage, pastiche, mimes, etc.
	ideological stances of media	left, right, Christian, liberal, LGBT, capitalist,

		socialist, etc.
	surveillance	fire wall, virtual private network (vpn), etc.
	fragmentation	division of labor, overwhelming information, segmented identities, digital borders, etc.
	intersubjectivity	Middle ground of subjects, shared identities, ideas, practices
	intertextuality	Translation, mistranslation, comparative rhetorical and communication studies, etc.
Traditional Cultural Dimension	political systems	American political system, European political system, communist/socialist political system
	communication pattern	direct, indirect
	power distance	institutional hierarchy, family hierarchy, gender hierarchy, etc.
	individualism vs. collectivism	behavioral patterns (individual, collective) of cultural groups
	masculinity vs. femininity	gender relations, gender issues, gender equality, etc.
	uncertainty avoidance	communication patterns, comfortable level of rejection, directness, etc.
	values on time	long-term orientation vs. short-term orientation
	Cultural negotiations of	world Englishes (Singaporean English, China

	English language	English), plain English, Ebonics, etc.
--	------------------	--

When diagraming abstract/overriding codes into operational codes and specific codes/examples, I look at several significant values in transnational rhetoric and communication. Since the research frameworks I have chosen encompass intercultural, cross-cultural, and transnational rhetoric and communication, postmodern rhetoric and communication, as well as cosmopolitan philosophy and pedagogy, I have distilled and analyzed their advantages in discussing transnational rhetoric and communication and summarized their essential values and elements through cosmopolitan philosophy and pedagogy. I also use Thatcher and others' inter- and cross-cultural scholars' variables in intercultural rhetoric and communication models, transnational rhetoric and communication values in international communication theories, and postmodern rhetoric and communication variables that define the postmodern subject and the media.

In building a transnational rhetoric and communication model, I promote the goal of higher education: to produce good and engaging citizens of the world to understand, tolerate, and be critical to media coverage and different platforms of media; and that in cultivating students into prosumers of multimodal composition, they gain new literacies of digital composition and transnational rhetoric and communication, and therefore become responsible and engaging world citizens with humanitarian ethics in global work places.

For the convenience of in depth rhetorical analysis, I decoded this model into a set of overriding variables that can be used to analyze empirical data, institutional policies, curriculum design, pedagogies, and textbooks. These variables include: Space, Time, Identity,

Epistemology, Ideology, Rhetoric, Technology, and Media. However, they can be further coded into operational codes that will be illustrated by specific codes/examples in textbooks.

In order to translate the abstract/overriding codes into operational codes, I break down the more abstract codes into operational units. “Space” in the transnational sense will be defined/split into international, global, transnational, national, interpersonal, mapping and other kinds of spatial definitions and terminologies that define the distance and space between and among countries and people. “Time” to a transnational extent will be defined/split into different definitions of time such as historical perspectives, time zones, and values toward time, etc. “Identity” refers to both international and national identities, and most importantly transnational identity when a subject is looked at from different, transnational, and ideological perspectives. For instance, double national identities with dual citizenship, multicultural family origin identity, world citizenship, global citizenship, etc. “Epistemology” as the justification of knowledge can mean very different things in different cultures, nations, and within different identities. “Ideology” can be categorized into national and international ideologies, ideologies from different parties and social systems (democratic, republican, communist, socialist, capitalist, etc.). “Rhetoric” as the exterior expression of epistemology and ideology, can therefore use different pathos, ethos, logos, as well as persuasive patterns. “Technology” means a milliard of platforms, tools, methods, and issue surrounds surveillance, access, and even human rights. For instance, smart phones, pads, apps, privacy settings, VPN, etc. can mean different rhetoric and ways of communication in different cultures. “Media” in the contemporary world is multidimensional and multifocal, with many issues that the designers, journalists, reporters and other stakeholders impose on the audience. This means the audience will have to remain skeptical of the media. National/international media represents the cultures, ideologies, and

epistemologies behind them, and filter Others' through them. Therefore information flow can be overwhelming obstacles for the audience to distill and learn about truths. In this way, the rapid rate of information flow, the multifaceted nature of media and the contemporary information impose on the "self/subject" an unprecedented task. They will have to consider time and space, national boundaries, cultural factors, and other complex systems even before understanding the information they receive on a daily basis.

Transnational variables can be borders, names of different nations, the essential elements to cross borders. Transnational public spheres can be but are not limited to international study, study abroad, travel, spaces on mobile apps, social network platforms, online discussion forums, etc. Just as Gaillet and Eble encourage technical and professional communication programs to take on the challenge of educating students to become "community intellectuals" because the triumvirate of rhetoric, ethics, and moral philosophy provides an effective foundation for existing pedagogy in the field (2004), the cosmopolitan approach aims at cultivating world citizens who can actively engage in intellectual work for the entire global community.

In order to discuss world citizenship, I have to mention transnational, national, and cultural identities, cultural belongings, national citizenship, multinational citizenship, double citizenship, one's citizenship as compares to others' citizenships, passports, border crossing with and without visas, etc. In discussing such issues, I examine cultural intertextuality, comparative studies of cultures such as comparative rhetoric, comparative literature, translation and interpretation. Regarding the fragmentation of the subject/fragmented self, multilayers of identities, bewilderment of identities, differences and similarities of cultures, identities, and communication patterns, intersubjectivity, and so on.

In the interactions of the postmodern subjects, they are likely to feel confused about each other's way of communication, rituals and practices in each other's cultures in the beginning. At this time, they will have to learn and think about why each other's practices or ways of communication are different and even unethical in another nation, culture, and/or rhetorical context. The next step, then, is for them to learn some new knowledge on the rhetorical traditions, conventions, and gradually when they understand each other's ideologies and epistemologies, they begin to tolerate and understand each other's language patterns that are only the superficial layer of the deep ideological and epistemological patterns. In addition, these interactions and learning process happen in a technological world that is interconnected with multi platforms of media and various technologies within the diachronic and synchronic time and space with both contemporary and historical investigations. This is why the transnational rhetoric and communication model breaks into codes from both contemporary and historical dimensions such as media CNN and China Daily, and the references of religious terms and political ideographs.

#### ***4.8.3 Note on Language Learning & Comparative Rhetoric***

In addition, language learning is a crucial and conducive component in any sort of endeavor in transnational rhetoric, comparative rhetoric, and intercultural rhetoric, however not necessary. For example, a person who only uses English can still learn about world affairs, cultural differences, and other literacies online and in real life, it's just the literacy or learning outcome can be different depending on whether this person checks news, technologies, and other information from different platforms. Learning another language helps a person to go beyond his/her own boundaries of knowing and unlock knowledge sets that transcend national,

institutional, societal, and cultural borders. Comparative rhetorical reflexivity enriches students' translingual and multilingual literacy because it teaches languages and cultures in transnational contexts. Therefore, whether or not textbooks and/or pedagogies involve grammatical learning or any other technical dimension of language learning (not exclusively English learning) is considered as a positive aspect of transnational teaching pedagogy.

In this chapter, I have built a transnational rhetoric and communication model and have explained how it has come into being. I have also coded the model into operational variables that I use to analyze the survey, interview, curriculum design, teaching materials, and pedagogies. In the next chapter, I'll present interview and survey data collected from an institution of higher education located in the southeastern U.S. and analyze the advantages and disadvantages of current practices in the hope of help shaping future practices on transnational rhetoric and communication.



## **5 Empirical Study: Surveys & Interviews**

### **5.1 Research Background & Hypothesis**

Conversations over the past 15 years with friends and students from different parts of the world inspired me to carry out this study, especially for those who are not trained as English majors, no matter whether they are native speakers or not, they seem to struggle a lot with technical communication in many fields, subjects, and ways. I have taught in two countries (China and the United States) for both First Year Composition, Business Communication Strategy, Advanced French, College English for ESL students, Introduction to British Literature, and so on. In addition, I have lived in a foreign country (U.S.) for over 5 years and traveled to 9 countries: U.K., France, Italy, U.S., Japan, Korea, Canada, Sweden, and Bahamas, and over 50 cities: London, Stratford-upon-Avon, Paris, Tokyo, Sendai, Chiba, Hokkaido, Rome, Athens, Santorini, New York, Washington D.C., Philadelphia, Boston, Kansas City, New Haven, Minneapolis, Cambridge (Massachusetts), Savannah, Indianapolis, Houston, Portland, Orlando, Madison, Durham, Rochester, Paris (Kentucky), Bloomington, Rome (Georgia), Columbus (Georgia), Helen, Nashville, Seattle, Menomonie, Ann Arbor, East Lansing, Tempe, Mobile, Miami, Tampa, Key West, Augustine, Gatlinburg, Chattanooga, Lookout Mountain, Findlay, Seoul, Vancouver, Nanamino, Stockholm, Uppsala, and Nassau. During the travels, I had the opportunities to communicate with graduate students and instructors from various nation states at different levels (full professors, associate professors, assistant professors, lecturers, adjunct faculties, and graduate teaching assistants) at various workshops, seminars, and conferences, and acquaintances in everyday communication settings. Some non-native speakers of English have been complaining about the U.S. centered pedagogies and expressed explicitly how terrible they felt when taught to follow the U.S. way of communication. For instance, some nonnatives feel

they are not truly respected if they cannot speak English in a standard American way, or if their varieties of English could not be understood and/or respected. Some have been struggling with the idea of cultural isolation that even when they travel abroad to study, they have always been confined to their own cultural communities due to difficulties of communication, misunderstandings, and stereotypical perception of cultural groups. Some, both native and nonnative speakers of English, found curriculum designs, textbooks, and pedagogies have not been quite effective in addressing their needs in real world workplaces: for example, they struggle even when they followed instructions in classroom and in the textbooks because both instructors and textbooks seem not prepared to the issues of transnational rhetoric and communication. Some claimed that textbooks have been giving wrong, stereotypical examples from their home culture, which can often times be insulting. For example, one graduate student from Korea said she felt textbooks talk about Asian culture, especially when talking about women from Asia, as domiciled obedient beings who do not know the contemporary development of feminism and women's human rights. A post doc fellow from India expressed his anger when American academics and scholars from other parts of the world show their unexpected facial expressions when listening to his India English. One Korean student I tutored said he seriously dislike the way the American professors handle his writing because every time when they tell him to go to the writing studio, he feels insulted because the professors mark everywhere comments such as "I don't understand" or "what do you mean." He told me he felt professors should try to understand and ask him in person instead of marking cold phrases because he wrote in English just in a slightly different way due to his mother tongue's influence. The list of those affected goes on and on.

From these complaints and struggles, I saw an unbalanced educational system, especially in the field of technical communication, from all over the world. Intrigued by these struggles in communication, and determined to make my own contribution to this field based on the assumption that there is a need in teaching transnational rhetoric and communication, I investigated the present state of technical communication at a southern university in the U.S. to find gaps and address issues. My hypothesis is that according to so many conversations on textbooks, teacher training/pedagogy, as well as curriculum design, the current practice is not sufficient to meet students' needs and teach them contemporary transnational literacy. I illustrate this by performing a cross content analysis using the three kinds of content analysis methods: basic content analysis, interpretive content analysis, and qualitative content analysis (Drisko and Maschi, 2016).

## **5.2 Purpose of the Empirical Research**

The purpose of this research is two fold: 1) to examine how well curriculum design, textbooks, and pedagogies have done in helping students' with their transnational literacy in postmodern rhetorical context and their world citizenship identity building; and 2) to find out which areas and/or gaps administrators and instructors can help improve students' awareness and responsibilities as world citizens, their transnational rhetoric and communication competence, as well as programmatic gaps in teaching transnational rhetoric and communication.

## **5.3 Research Questions**

My research questions were as follows:

1. Whether and how (well) does curriculum design address transnational rhetoric and communication?
2. Whether and how (well) textbooks teach transnational rhetoric and communication?

### 3. How (well) do pedagogies address transnational rhetoric and communication?

#### **5.4 Self-Report Data & Tool Design: Survey, Interview, & Correspondence**

The interviews, and correspondence design followed the instructions and examples in *Doing and Writing Qualitative Research* (Holliday, 2016), *Writing Studies Research in Practice: Methods and Methodologies* (Nickson & Kirsch, 2012), *Qualitative Research in technical Communication* (Conklin and Hayhoe, 2011), *Handbook of Mixed Methods in Social and Behavioral Research* (Tashakkori & Teddlie, 2013), *Research Design: Qualitative, Quantitative, and mixed Methods Approaches* (Creswell, 2003), *The WAC Casebook: Scenes for Faculty Reflection and program Development* (Anson, 2002), and *Composition Research: Empirical Designs* (Lauer & Asher, 1988).

##### **5.4.1 Pilot Study**

The questionnaire and interview questions were designed to answer key issues in transnational rhetoric and communication at the selected university in three dimensions: curriculum design, textbooks, and pedagogies. Prior to the formal interviews and survey, I have conducted preliminary, informal surveys and interviews among 25 students who have taken technical communication courses. From that initial research, I found students' questions cannot be answered and their struggles cannot be addressed without the participation and efforts from the administrators and instructors, especially administrators because they are the policy makers. In addition, in the preliminary informal study from the Technical Writing course I took, I investigated how technical communication is a different struggle with students who major in different disciplines and come from different countries. However, I found to keep my research in

a manageable scope would be helpful in that I can always use this local, institutional examination to invite conversations, comparative studies, and broader research scope nation wide in the future. Therefore, the IRB-approved study included surveys and interviews with three groups of participants: students, instructors, and administrators that have technical communication experience. Nevertheless, only students and instructors were invited to participate in the survey because they have the most direct empirical knowledge on the actual classroom activities, assignments, projects, as well as the textbook(s). Additionally, administrators, instructors, and students were all interviewed to have a better examination on the curriculum design, textbooks choices, professional developments, and pedagogies.

#### **5.4.2 *Survey Design***

The IRB approved survey follows the following key steps:

- Informing the student/instructor participant that they must sign the Informed Consent form prior to taking the survey, and
- Confirming that the participants are voluntarily willing to take the survey after reading the Consent Form.

Students and instructors were asked whether or not they have taken/taught, and what courses they have taken/taught over the last three years at the southern university and/or within U.S. territory, their satisfactory levels of curriculum and textbooks regarding transnational rhetoric and communication. Students were also asked about their opinions on how their instructors, textbooks, and the curriculum performed the task of teaching rhetoric and transnational communication. Both students and instructors were asked the student population in the courses they took/taught; and if programmatic revisions are possible, what course they would like to

take/teach. A series of demographic questions were also asked because they are relevant to the respondents' educational/learning/literacy background, their needs and expectations of technical communication, and so on. These questions include their nationalities, cultural belongings, ancestral nationalities, gender, and traveling experiences. The open-ended questions in the survey were optional and open to the participants' own choices of answering them or not.

### **5.4.3 Interview Design**

The IRB approved interviews followed the steps below:

- Informed the administrator/instructor/student participant that they must sign the Informed Consent form prior to taking the survey;
- Confirmed that the participants are voluntarily willing to be interviewed after reading the Consent Form;
- Made sure that all participants agreed to be audio recorded for the entire interviewing process; and
- Informed the interviewees that there might be a follow-up interview after the initial interview should there be any further questions from the researchers (both from PI, Dr. Baotong Gu and student PI Xiaobo Wang).

In the interviews, the administrator/instructor/student participants' were asked about their title/rank, highest level of education, the discipline of their highest degree, information about the institution(s) they teach/taught/took, what courses they teach (taught), what were the student populations in their courses, whether there had been any professional development opportunities regarding transnational rhetoric and communication, etc. The interviews also invited participants to think about curriculum design, textbooks, and pedagogies to better address the challenges of

transnational rhetoric and communication in technical communication and writing studies in general. Student participants, on the other hand, were asked more detailed questions on transnational rhetoric and communication in relation to their textbooks, instructors, assignments, activities, etc.

All participants of the interviews and survey were invited to read the Informed Consent carefully and answer questions voluntarily. Even if they felt like not taking the survey or being interviewed after reading the form, they were still thanked for their time reading about the research. Complete survey questionnaire can be found in Appendix A.

## **5.5 Data Collection**

### ***5.5.1 IRB Approval & Data Collection***

Prior to sending out the survey link and conducting on-campus interviews, the IRB approval was granted through Georgia State University on September 6, 2016. After I received the approval letter, I was authorized to collect data. I used Qualtrics Survey Software to collect data from anonymous participants. The reason I chose this software is because 1) participants are anonymous, which makes them feel more comfortable answering questions about their own school, programs, instructors, etc.; 2) it meets the design needs I have: data visualization; 3) it offers both close and open-ended questions, which is a great way to access participants in-depth opinions; 4) it is free for faculties, students, and staff to use with their campus ID and password, whereas it is commercially available but pricy to purchase without GSU ID.

### ***5.5.2 Recruitment***

The target audience/participants for this survey were students, staff (if they had taken/taught or are taking/teaching technical communication courses at the selected southeastern

university), instructors of Technical Communication (technical writing, ESL/EFL, language courses, business writing, academic writing, global rhetorics, etc.). I searched via the institutional website on which technical communication courses are offered and invited the instructors to take the survey and send the survey link to their students. I also used the international student associations' mail lists to post survey links because international student organizations are important research objects for this study. The 6 instructors and 4 organization leaders who replied to my email all agreed to take the survey and helped send it out to their class/organization mail lists. I then composed an email with the survey link so the instructors can take the survey and consider being interviewed. The email also helped them to forward the link to their students. I also cross-posted on the student councils' and organizations' Facebook pages so members from different student organizations can take the survey. In other words, I have made an effort to maximize the participants for this study in order for the result to be more accurate.

Prior to sending out posts and emails with the survey link, I invited professors, friends, and classmates who are using similar research methodologies and/or who are interested in the research from Applied Linguistic Department, Department of English, Department of Political Science, and other departments at the university to provide feedback on the surveys and interviews. They provided useful advice for me to revise the survey questionnaire and interview questions. Then, I invited classmates at the English Department to test the survey on different devices to ensure compatibility on phones, tablets, and laptops with different operating systems.

### ***5.5.3 Conducting the Survey***

Sixty-five participants took the survey as of May 5, 2017. Since my maximum participants was set to be 150 in my IRB application to ensure maximum participation and more



inclusive data, I sent out a reminder email when spring semester ended to the instructors, mail lists, and Facebook group page on the same day, adding only a couple of sentences for the audience to understand that this is a reminder for those who have not had time but would like to participate. I sent this email because students and instructors tend to be busy during the final weeks. As of June 15, ninety participants took the survey. The survey was designed to close on June 30, mid point of summer semester at the local institution to ensure maximum participation and comprehensive understanding of the research questions. However, I decided to extend the closure date until the IRB expiration date (September 5, 2018) so my PI/advisor can continue tracking data in this research and analyze latest data even after the completion of my dissertation. The survey data that is included in this dissertation was collected up until June 15.

#### ***5.5.4 Conducting the Interviews***

From September 7, 2016, one day after the research was approved by IRB, to May 5<sup>th</sup>, last day of spring semester at the southeastern university, the total number of administrators, instructors, and students interviewed is ten. This number is satisfactory provided that all core administrators and instructors granted to be interviewed. These are the authorities that will be able to write new policies, build new curricula, guide pedagogies, and so on.

Administrators, instructors, graduate teaching assistants, writing tutors, and students participated in this study, and some of the participants have overlapped identities. For example, some of them are both an instructor/GTA and a graduate student. Some of them are both instructors and administrators. Some of them are both writing tutors and graduate students. The interviewing process ended on May 10, 2017. Some of the interviewees were invited to a follow-up interview during the interview stage between September 6, 2016 (IRB approval date) and

May 10, 2017 (end of Spring semester, 2017). Due to the fact that most of the data gathered in the first interview were demographic and curricula related, I have also carried out follow-up interviews after one or half semester to make sure the interviewee provided a more comprehensive and long term observation on, as well as a more reflective response to the questions on curriculum design, textbooks, and pedagogies.

I started the data classification and coding on the morning of June 16, 2017. I describe my analysis procedures in the following section.

## **5.6 Data Classification & Coding**

Although the quantitative data from the survey questionnaire would provide significant statistics, I incorporated qualitative data to examine how well the students', instructors', and administrators' expectations, attitudes, and perceptions indicated by the survey are represented in the curriculum design, textbooks, teaching materials, pedagogies, and class activities. Therefore, the data in this research is quantitative and qualitative. Whereas the quantitative data was easier to identify and can easily illustrate perceptions, attitudes, and expectations, qualitative data offers more in-depth and comprehensive understanding of the curriculum design, textbooks, teaching materials, pedagogies, and class activities. For instance, over-generalization of both negative and positive feedback shown in the quantitative data was compensated by exceptions and individual cases that paint the larger picture on the present state of transnational rhetoric and technical communication.

### **5.6.1 *Quantitative Data***

The quantitative part includes 1) demographic information such as participants' citizenship, cultures of belonging, educational background (field of study, departmental

affiliation, courses taken, etc.); and 2) tabulation of attitudes towards curriculum design, textbooks, and pedagogies in technical communication as measured on Likert-type scales.

Current practices show that most rating scales, including Likert-type scales and other attitude and opinion measurements, have either five or seven response scales (Bearden, Netmeyer, & Mobley, 1993; Peter, 1979; Shaw & Wright, 1967). According to Buttle (1996), 5-point Likert-type scale was used to increase response rate and response quality along with reducing respondents' "frustration level" (Babakus and Mangold 1992). Cox (1980) concluded that the ideal number of item alternatives seemed to be centered on seven, with some situations calling for as few as five or as many as nine. Also of importance was that an odd number of alternatives, i.e., allowing for a neutral response, was preferable (Cox III, E. P., 1980). Symonds (1924) was the first to suggest that reliability is optimized with seven response categories, and other early investigations tended to agree (Ghiselli, 1955). Miller (1956) argued that the human mind has a span of absolute judgment that can distinguish about seven distinct categories, a span of immediate memory for about seven items, and a span of attention that can encompass about six objects at a time, which suggested that any increase in number of response categories beyond six or seven might be futile (Colman, A. M., Norris, C. E., & Preston, C. C., 1997). In addition, five-point scale appears to be less confusing and to increase response rate (Babakus and Mangold, 1992; Devlin et al., 1993; Hayes, 1992), and more appropriate for European surveys (Prentice, 1998). Source Bouranta, N., Chitiris, L., & Paravantis, J. (2009). In contrast, 7-point scales resulted in stronger correlations with t-test results (Lewis, J. R., 1993). There has been research support for seven-point scales, and the popularity of five-point scales seems to be less justified (Preston, C. C., & Colman, A. M., 2000). Finstad claimed that seven-point Likert scales appear to be more sensitive and more accurate when evaluating interactive impact (Finstad, K., 2010). Since there had been no strong

evidence showing which one is better, I chose to use the five and seven response Likert scale interchangeably to measure attitudes, expectations, and perceptions, which I believe would provides numerical data that could be analyzed to calculate answer rates for each closed survey question.

### **5.6.2 *Qualitative Data***

Sullivan & Spilka claim that qualitative research in technical communication presents explanations developed in rich, descriptive detail on an issue in context and exemplary qualitative research on organizational/institutional practices conduct open-ended interviews and structured interviews with staff within the organization (1992, 39:592-606). My research takes ethnographic qualitative approach in that I have been an observer at the study site for over one year. I have chosen particular administrators, instructors, and students to examine how well the technical communication curriculum design, textbooks, and pedagogies serve the students' expectations in terms of transnational communication awareness, abilities, and competences.

The qualitative data from the surveys and interviews includes: 1) educational background; 2) attitudes, opinions about curriculum design, textbooks, teaching materials, and pedagogies regarding transnational rhetoric and communication; 3) sample syllabi, assignments, prompts, rubrics, and so on, if agreed to provide after the interview; 4) textbook(s) and teaching materials; and 5) class activities and projects. Importantly, some of the course textbooks and materials were not reflected in the interviews and survey because participation was entirely voluntary.

### **5.6.3 *Data Tabulation & Coding***

I used Qualtrics to conduct the quantitative percentage count calculation for quantitative

data, which is presented in tables and visuals. To analyze the qualitative data for maximum and comprehensive understanding, I conducted three kinds of content analysis, namely, basic content analysis, interpretative content analysis, and qualitative content analysis (Drisko & Maschi, 2006). Codes that are used to analyze the qualitative data are mainly drawn from the transnational rhetoric and communication model, yet not exclusively using the operational codes for textbooks analysis in Chapter Five due to the scope and focus of the data. Owing to the details in the interviews and surveys, the research data was categorized into two groups for analysis: 1) quantitative analysis percentage on the perception of curriculum design, textbooks, and pedagogies; and 2) content analysis of the semi-structured questions in interviews and survey using qualitative thematically coded words and phrases. Additionally, data analysis is carried out and presented in three aspects of the research question and research goals: curriculum design, textbooks, and pedagogies. Quantitative data was analyzed and presented in tables and/or figures with visualizations, and qualitative data was analyzed and presented with coding criteria in discussion paragraphs and tables.

#### ***5.6.3.1 Curriculum Design Criteria (Research Question 1)***

Because this research focuses on the transnational perspective of rhetoric and communication, the curriculum design is examined with the following overarching criteria with content analysis with reference to the transnational rhetoric and communication variables:

- What courses are offered that have transnational/global emphasis on communication?
- How many courses are offered that teach transnational/global communication?
- What courses students/instructors want to take/teach that will teach transnational/global communication?
- Whether current courses were able to teach transnational/global communication

competence according to survey and interviews?

- Does the curriculum design help students to become genuine world citizens?

I have also coded the overriding criteria into specific, operating variables together with those specific examples discussed in Chapter Three:

- Curriculum design beyond (national/institutional) borders,
- online teaching across national borders,
- courses that teach transnational/global/international rhetorical traditions,
- courses that teach transnational/global digital literacy,
- courses that teach transnational/global information literacy,
- professional development on transnational rhetoric and communication.

I then tracked the interview transcripts and survey answers for open questions to find key codes/variables that address transnational rhetoric and communication, especially in the field of technical communication. I looked at whether or not the participants mentioned these codes at all in the first place. If so, how frequent and relevant their ideas and perceptions are regarding transnational rhetoric and communication variables that are listed in the tables in Chapter Three. I also revised these codes throughout the interviewing, transcription, and reviewing process to make sure that I have not missed and/or misunderstood any participants' ideas and that the codes are as concise and accurate as possible according to the transnational rhetorical and communication model.

### ***5.6.3.2 Textbooks Criteria (Research Question 2)***

Textbooks criteria are also driven by a scrutiny of whether or not transnational/global communication has been taught effectively according to the following criteria, again following

the content analysis method with reference to the transnational rhetoric and communication variables:

- Does the textbook offer solid theoretical foundation on transnational/global communication?
- Does the textbook offer sufficient examples/teaching materials/activities on transnational/global communication?
- Does the textbook address transnational/global communication issues in a way that is applicable to everyday practices?
- Does the textbook embrace cosmopolitanism?
- Does the textbook use traditional stereotypical examples to teach cultures and communication patterns?

Additionally, I coded the above overriding criteria into specific, operating variables together with those specific examples discussed in Chapter Three. For example, I searched for key terms/variables/operating codes in the interview and survey answers. The list of the operating codes is the following:

- traditional rhetoric and communication model/variables,
- cultural variables textbooks use to teach transnational/global rhetoric and communication,
- transnational/global assignments/projects/activities in the textbooks, and
- transnational genres, media textbooks use to teach transnational literacy.

In addition, for a more comprehensive evaluation of the most republished and revised technical communication textbooks, I applied specific operating codes in Chapter Three from the transnational rhetoric and communication model to analyze eleven popular technical communication textbooks in Chapter Five. The analysis in this chapter on textbooks is based on

the survey and interview data, which belongs to the empirical data section. The textbook analysis in the next chapter is entirely qualitative rhetorical analysis on the popular textbooks, some of which might not have been used in the classrooms of this particular institution.

#### ***5.6.3.3 Pedagogical Criteria (Research Question 3)***

- What are the pedagogical approaches instructors are using when teaching transnational/global communication?
- Does the instructor use transnational/global materials in teaching technical communication?
- What are the teaching materials the instructors use when teaching transnational/global communication?
- Whether and how do the assignments/projects/activities instructors address transnational/global technical communication?
- Whether and how do the instructors teach students' transnational awareness, compassion, and competence?
- Whether and how do the instructors assess students' transnational awareness, compassion, and competence?

Specifically, like the curriculum and textbook criteria, I coded these general questions into operational codes to analyze qualitative data (open survey answers and interview transcripts) on pedagogies in transnational rhetoric and communication. The codes I used for analysis are as follows:

- Transnational/global teaching materials that frame the teaching
- Assignments/projects/activities designed for teaching transnational literacy



- Effectiveness on teaching transnational awareness, compassion, and competence
- Rubrics/evaluation on transnational literacy

For the convenience of qualitative data analysis, the codes are grouped into three major categories: curriculum, textbooks, and pedagogies below but are coded into specific codes under each category for the qualitative analysis:

**Table 5. Content Analysis Codes**

<b>Curriculum</b>	<b>Textbooks</b>	<b>Pedagogies</b>
Design is beyond national borders	Authors of the textbooks: transnational research experience; Western/European surnames such as Germanic, British origin, etc.	Transnational/global teaching materials to frame the teaching
Online teaching across national borders	Textbook addressing both traditional rhetoric and communication model/variables	Digital pedagogy across national borders
Courses teaching transnational/global/international rhetorical traditions	The cultural variables textbooks use to teach transnational/global rhetoric and communication	Assignments/projects/activities designed for teaching transnational literacy
Courses teaching transnational/global/international rhetorical traditions	The transnational/global assignments/projects/activities in the textbooks	Effectiveness on teaching transnational awareness, compassion, and competence
Professional	The transnational genres, media	Rubrics/evaluation on

development for instructors to teach transnational rhetoric and communication	textbooks use to teach transnational literacy	transnational literacy
--	--	------------------------

Meanwhile, I also refer to the transnational rhetoric and communication variables (see table 4) when relating these codes into the content analysis of curriculum design, textbooks, and pedagogies: 1) I search for key variables and codes in the qualitative and quantitative data; and 2) I interpret the qualitative data in relation to the variables and codes.

#### **5.6.4 Data Analysis**

The curriculum design, textbooks, and pedagogies are analyzed both quantitatively and qualitatively. First, curriculum design data was gathered via 1) searching the institutional website to find which instructors, administrators, and class of students to invite for the participation of this research; 2) interviewing students, instructors, and administrators (the participants who agreed to be interviewed have overlapping identities, for example, graduate assistant instructor/graduate student, instructor/administrator); and 3) survey questions on curriculum design. Second, textbooks were chosen according to ATTW's mail list, reports from students, instructors, and administrators, as well as major publishers' websites. Third, pedagogical approaches were gathered from survey, interviews, and textbook descriptions on theories, assignments, and activities.

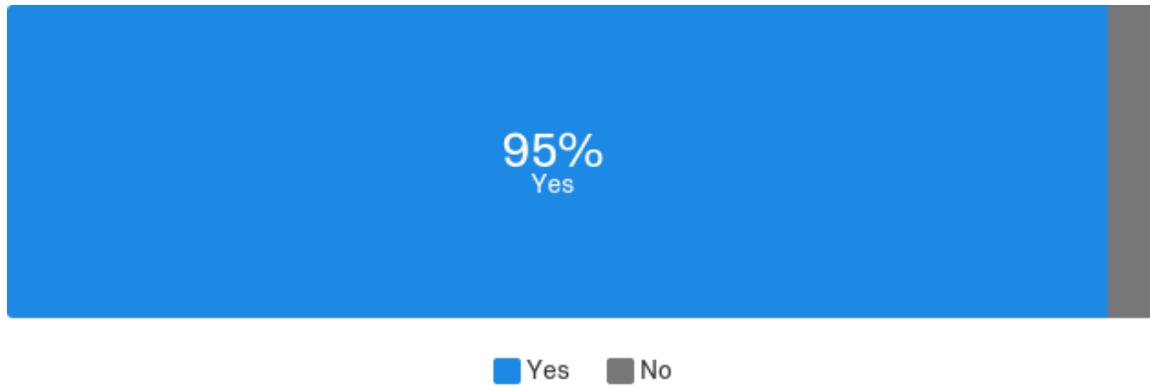
##### **5.6.4.1 Curriculum Design (Research Question 1)**

According to a cross search on the class registration website, transnational rhetoric and

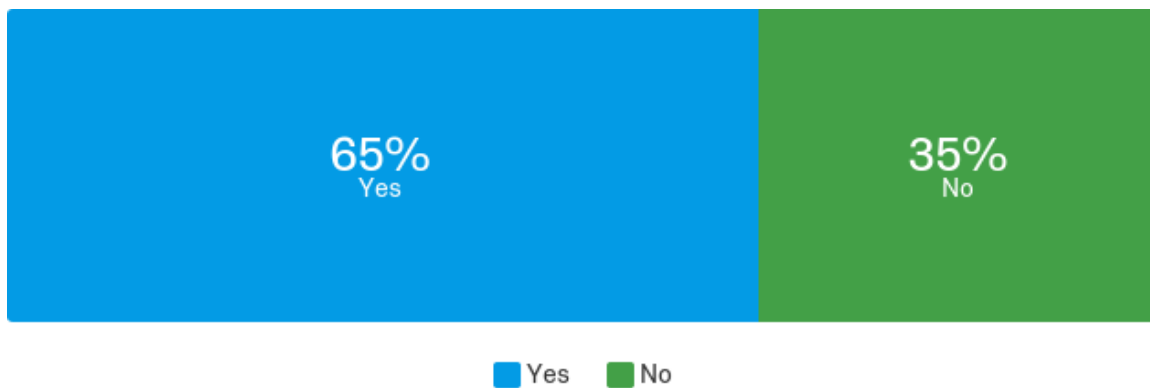
technical communication courses are largely housed in social science and humanities institutions and the business discipline: Department of World Languages and Cultures (Spanish, French, German, and other language and culture courses), Department of Applied Linguistics (Intercultural Communication, Teaching English for Specific Purposes, Language and Society, Languages of the World, etc.), Department of English (e.g. Technical Writing, Business Writing, Digital Rhetoric, Editing for Publication, Grant and Proposal Writing, Rhetoric of Digital Media, and Global Rhetorics), Department of Communication (Communication in Global Context, ), and Institute of International Business (Global Business, International Business Negotiation, etc.).

### **Research Findings: Quantitative**

The survey indicates that 95% of the students surveyed took technical communication courses such as technical writing and business writing (See Figure 6). According to the survey data, 35% of students took at least one technical communication course, and 65% students took more than one in the last three years at the local institution (Figure 6). This indicates that students have a high demand of attending technical communication courses.



**Figure 6. Percentage of Students Who Have Taken Technical Communication Course(s)**



**Figure 7. Percentage of Student Who Have Taken  $>1$  and  $\leq 1$  Technical Communication**

However, when asked which technical communication course they took, it is very interesting that some students had no idea of the differences between technical communication and academic writing: 14.09% students thought academic writing was technical writing and they counted the course with their technical communication courses.

**Table 6. Students' Choices on the Technical Communication Courses Taken**

Technical Communication Course Title	Student Percentage
Business Communication	6.04%
Technical Writing	16.11%
Business Writing	18.79%

Technical Communication	2.68%
Academic Writing	14.09%
Language Course	14.09%
ESL/EFL	10.07%
International Communication	8.05%
Global Rhetorics	4.03%
Other	6.04%

The most popular technical communication course among survey participants is Business Writing, taken by 18.79% of the population. Ranked next is Technical Writing, 16.11% students took this course according to the survey. Academic Writing, which some students mistook for a technical communication course, equals the Language Course percentage, 14.09%.

When asked whether the technical communication course they took were graduate level or undergraduate, required or elective, and/or required in order to gain certificate, 48.86% of the courses were undergraduate elective and 25% were graduate elective. Because this question was set to be a multiple-choice question, there is overlap among the kind of courses students took. However, we can still see that technical communication courses that are required on the graduate level (4.55%) are far fewer than undergraduate level courses (17.05%).

**Table 7. Course Level & Requirement Options**

<b>Answer</b>	<b>%</b>
Graduate Elective	25.00%
Required Graduate Course	4.55%
Required undergraduate Course	17.05%
Undergraduate Elective	48.86%
In order to earn certificate	4.55%
Total	100%

The demographic information was gathered via multiple choices, too. Students who take technical communication courses shows that Asian/Asian American students make up 16.29% among all student survey participants, Caucasian students take up 14.98%, African American students take up 14.01%, other nationals and ethnic groups took up 15.31%, which indicates almost equal student populations among the these two ethnic groups. The percentages among different majors taking technical communication courses are: English majors and STEM majors respectively take up 12.83% and 13.03% student populations, and other major take up 6.84%. Judging from this result, we can see that the ethnographic data shows balanced student populations from different ethnic groups, meaning: a diverse set of student populations take the technical communication courses no matter what their native language is. In addition, English majors, who can be seen as representatives of the humanities, take as many technical communication courses as the STEM majors, showing that technical communication competence is not necessarily needed only by the STEM majors whose advisors asked them to take such courses in the hope of improving their language and/or writing proficiency, according to the open ended questions in the survey. These results can be used for future research and development of not only transnational rhetoric and communication courses, but also technical communication courses in general owing to the diverse student populations.

**Table 8. Student Populations: Demographic Information**

<b>Answer</b>	<b>%</b>
English major	12.38%
STEM majors	13.03%
Asian/Asian American	16.29%
African American	14.01%
Other nationals	15.31%
Caucasian	14.98%
Other majors	6.84%
Total	100%

### **Research Findings: Qualitative**

According to the interviews, all curriculum designs in the three departments where the interviewees are housed go beyond national borders. Courses such as Global Rhetorics (English, graduate level); Communication in a Global Context (Communication, graduate level); Business in Asia (Business, undergraduate level), Global Business (Business, graduate level), International Business Negotiation (Business, graduate level) are offered, mostly to graduate students. However, interviewees all claimed that undergraduate introductory courses such as Technical Writing (English) and Business Writing (English) do have a transnational component, however effective or ineffective the textbooks are. Online teaching and collaboration across or beyond national borders happens in all departments, but the interviewees from the English Department seem to have fewer resources, technological, and financial support to realize such efforts in general.

The chair of the English Department has experience collaborating with a professor in Nanjing, China to work on the similarities, differences, and how to teach writing in general transnationally. The chair also mentioned one of the English faculty members, a Chinese American, who has been doing transnational collaboration on technical and academic writing with China. This faculty member also teaches Global Rhetorics, a graduate level course that uses comparative and transnational approaches in the teaching of global rhetoric and communication. Three graduate teaching assistants interviewed have transnational visions based on their industry and academic backgrounds, and two of them have training and teaching experience beyond the national borders between China and the United States. There are limited opportunities for instructors to be trained in transnational rhetoric and communication at graduate professionalization development sessions, according to the interviews. Two of the graduate

teaching assistants who are also writing tutors made efforts to invite guest speakers from the foreign language and linguistics departments to mentor tutors on how to deal with multilingual or ESL/ELL students coming to the writing center. There is no course offered that is specifically devoted to the teaching of transnational digital literacy and information literacy except the Global Rhetorics course. Instructors did mention in the interviews that they made efforts to find materials and assign projects that have transnational components so students can access the kind of knowledge they will need to communicate globally, but none of them mention whether or not these can help students with their digital and information literacy directly. The qualitative analysis of the interview data on curriculum design in the English Department is summarized in the table below:

**Table 9. Department of English, Curriculum Evaluation on Transnational Rhetoric & Communication**

<b>Curriculum</b>	<b>Present State</b>
Design is beyond national borders	Yes, but limited.
Online teaching across national borders	Largely no, depending on the instructor
Courses teaching transnational rhetorical traditions	Yes, but only one course is offered on the graduate level
Professional development on transnational rhetoric and communication	Limited opportunities at graduate student professional development sessions
Courses that teach transnational digital literacy	Global Rhetorics
Courses that teach transnational information literacy	Global Rhetorics



The professor interviewee who is at the same time a national strategic communication personnel, a university coordinator with the study abroad program, and a communication professor at different universities internationally said that it is such a pity that there is no course offerings on global communication for undergraduates. In addition, the course, “Communication in Global Context,” that he teaches prioritizes communication graduate students so that he had to deny entry to some students who wanted to take the course. On the teaching of transnational information and digital literacy, the professor mentioned that he based his teaching in political economics globally. He also expressed the complexity of the “bureaucratic mud” because when he tried to internationalize his media law and policy class, he met a policy challenge: the university encourages instructors to internationalize the curriculum, but it needs to happen across all sections of the course, which means if he had internationalized the course, then everyone else who is teaching that course has to use an international and comparative approach. Therefore, when other faculties are engaged with their own research, especially those on the tenure track, they were simply not prepared to teach it as an international comparative course. So he has no agency in this institutional and departmental politics to internationalize any course he is teaching. He also described the fact that he has been continually amazed by the lack of media literacy among students at this particular institution, both undergraduates and graduates students. He gave an example of one student coming to him worried about infecting his computer due to the fact that he did not know when a person searches on Google and go to untrusted sources, the computer could get virus. In addition, he mentioned that in his book he discussed issues such as geo-locations, so he does make an effort to incorporate digital literacy into his teaching although he does not teach media literacy. Finally he thinks it would be crucial that media literacy (how to

use media, how to write with media, and how to critically understand media) be taught. He claimed that such a course on media literacy would be fun to teach if there was one in the curriculum.

The curriculum design on transnational rhetoric and communication in the Department of Communication, according to the interview data, is summarized in the following table:

**Table 10. Department of Communication, Curriculum Evaluation on Transnational Rhetoric & Communication**

<b>Curriculum</b>	<b>Present State</b>
Design is beyond national borders	Yes, but limited
Online teaching across national borders	N/A (not mentioned in the interview)
Courses teaching transnational/global/international rhetorical traditions	Yes, but only one course is offered on the graduate level
Professional development for instructors to teach transnational rhetoric and communication	N/A (some training to graduate students might happen in the Communication in a Global Context and International Political Economy of the Media classrooms)
Courses that teach transnational digital literacy	Communication in a Global Context International Political Economy of the Media
Courses that teach transnational information literacy	Communication in a Global Context International Political Economy of the Media

The International Business Institute curriculum is more developed regarding transnational

rhetoric and communication. This is partly owing to its international teaching mission. The two members interviewed, one instructor and one administrator, had transnational educational, teaching, and research experience. Both of them speak two languages: English and Chinese. One of them said the courses she taught and teaches emphasize the teaching transnational rhetorical traditions. Her syllabus is provided in the Appendix F (5, 6, & 7). The courses taught in the Institute of International Business is summarized in the table below:

**Table 11. Institute of International Business, Curriculum Evaluation on Transnational Rhetoric & Communication**

<b>Curriculum</b>	<b>Present State</b>
Design is beyond national borders	Yes, all courses are designed to transcend national borders
Online teaching across national borders	Yes, every course has cases and projects in this respect
Courses teaching transnational/global/international rhetorical traditions	Yes, courses are designed to teach international communication in a business setting
Professional development for instructors to teach transnational rhetoric and communication	Yes, there are institutional conferences devoted to the topic of international business communication, the teaching and research of it, and its business applications
Courses that teach transnational digital literacy	No
Courses that teach transnational	No

information literacy	
----------------------	--

#### 5.6.4.2 Textbooks (Research Question 2)

Only students, instructors, and administrators who have taken or teach technical communication/writing courses at this southeastern university were invited for the survey and interview, therefore, perceptions on textbooks are only limited to these participants' opinions. According to interviews with instructors, administrators, and students, the textbooks chosen for technical communication courses over the last three years are the following:

##### Department of English

- 3110 Technical Writing (undergrad, upper level/senior):
  - John Lannon & Laura Gurak. (2014). *Technical Communication*, 13th Edition. New York: Pearson Longman
- 3130 Business Writing (undergrad, upper level/senior):
  - Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing That Works: Communicating Effectively on the Job*, 11th Edition. Boston: Bedford/St. Martin's, 2013.
- 4510/6510 Grant & Proposal Writing (undergrad upper level & grad level mixed course)
  - Freed, Richard C., Freed, Sherwin, & Romano, Joe. (2003). *Writing winning business proposals*. New York: McGraw-Hill.
- 8115 Technical Writing
  - Blake, Gary and Robert Bly. *The Elements of Technical Writing*. New York: Longman, 2000.

- Johnson-Eilola, Johndan and Stuart Selber. *Central Works in Technical Communication*. New York; Oxford U P, 2004.
- Montgomery, Scott L. *The Chicago Guide to Communicating Science*. Chicago: University of Chicago Press, 2003.
- 8123 Digital Rhetoric
  - Williams & Tollett. *The Non-Designer's Design Book*. Peachpit Press, 3<sup>rd</sup> Edition, 2003.
  - Robin Williams. *The Non-Designer's Design Book*. Peachpit Press, 2<sup>nd</sup> Edition, 2003.
  - Nixon. *Learning PHP, MySQL, and JavaScript*. O'Reilly,
- 8175 Global Rhetorics
  - No textbook was required
  - 26 academic articles are assigned to graduate students

## **Department of Communication**

- 8130 Communication in Global Context
  - Daya Thussu (2010). *International Communication: A Reader* (ISBN: 041544455)
  - Armand Mattelart (2003). *The Information Society: An Introduction* (ISBN: 978-0761949480)
  - Marwan Kraidy (2013) *Communication and Power in the Global Era* (ISBN: 978-0415627351)
  - Annabelle Sreberny-Mohammadi, Dwayne Winseck, Jim McKenna and Oliver Boyd-Barrett (1997) *Media in Global Context Reader* (ISBN: 0340676876).

- International Political Economy of the Media
  - Peter F. Crowhey & Jonathon D. Aaronson. 2008. *Transofrming Global Information and Communication Markets*. MIT Press.
  - Jill Hills. 2007. *Telecommunications and Empire*. University of Illinois Press.
  - Harold Innis. 1950. *Empire and Communications*. Rowman & Littlefield Publishers.
  - Thomas L. McPhail. 2010. *Global Communication: Theories, Stakeholders, and Trends* (3<sup>rd</sup> Edition). Blackwell Publishing.
  - Vincent Mosco. 2009. *The Political Economy of Communication* (2<sup>nd</sup> Edition). Sage Publications.
  - Dan Schiller, 2007. *How to Think About Information*. University of Illinois Press.
  - Jack Goldsmith & Tim Wu. 2008. *Who Controls the Internet*. Oxford University Press.

### **Institute of International Business**

- 442 Business in Asia
  - Sonia El Kahal. (2002). *Business in Asia-Pacific: Text and Cases*. Oxford University Press. ISBN: 0198782195.
- 8090 Global Business
  - Deresky, H. 2005. *International Management: Managing Across Borders and Cultures*, 5<sup>th</sup> edition, Prentice Hall, ISBN 0-13-109597-8.
- 8630 International Business Negotiation
  - Lewicki, R.J., Saunders, D.M., and Barry, B. (2010). *Negotiation: Readings, Exercises and Cases* (6th edition). Boston: Irwin/McGraw Hill.

- Fisher, Ury, and Patton (2011). *Getting to Yes: Negotiating Agreement Without Giving in*. Third Edition. Penguin Books.

Whereas the information on textbooks and curricula are gathered mainly through the interviews and surveys, and the curricula and required textbooks might have already changed by the time this study closes, the data collected does show some similarities and differences among departmental curricula design and textbooks. For instance, the Department of English has the most broad and intersectional courses on technical writing and global rhetorics, responsible not only for undergraduate level required courses campus wide, but also graduate level courses on various genres in technical communication; the Department of Communication offers a graduate level class that gives priority to communication majors in course registration. Business School focuses more on the negotiation in business communication, how to deal with professional communication setting in different local and global settings, and does focus more on the graduate level education on international business communication.

According to the survey data, 35% students want the institution to offer more courses on transnational/international rhetoric and communication. They have suggested the following courses:

- Global Technical Communication
- International Technical and Professional Writing
- Transnational Communication
- Interpretation/Translation Courses for Asian Languages
- Post-Colonial Pedagogy
- Translation on Scientific Papers
- International Literacy

- Comparative Rhetoric
- Non-Western Rhetorics

Among all the students who have provided their desired new courses, one student wanted to take courses that teach students what their rights and responsibilities are, which is not directly related to the research question of this study, but reflects that at least one student needs the instructors to inform students better about their rights and responsibilities. The overall desired course list shows a lack of curricula design that focuses specifically on global, transnational, comparative, post-colonial, translation, and international scientific communication studies.

Survey data indicates that as high as 44.62% students showed extreme dissatisfaction with the textbooks' content about transnational/global rhetoric and communication component. No one felt extremely satisfied with his or her textbooks' transnational component.

**Table 12. Satisfaction on Transnational Aspects of Textbooks**

Answer	%
Extremely satisfied	0.00%
Moderately satisfied	13.85%
Slightly satisfied	10.77%
Neither satisfied nor dissatisfied	9.23%
Slightly dissatisfied	4.62%
Moderately dissatisfied	16.92%
Extremely dissatisfied	44.62%
Total	100%



In order to double check their expectations of textbooks, participant students and instructors were then asked how effective does/do they think the technical communication textbook(s) teach/frame transnational/intercultural/cross-cultural rhetoric and communication. 43.08% students expressed non-effectiveness, 36.92% thought the textbooks were only slightly effective, 15.38% students think textbooks were moderately effective. This data shows textbooks in technical communication (maybe some of the academic writing textbooks) have not received positive feedback in terms of transnational components among students. Participants were further asked how they think the textbook/textbooks had helped them to understand/teach/learn globalization, different identities, international media, and so on. Only 1.53% participants thought the textbook(s) did an excellent job teaching issues such as globalization, different identities, and international media; 34.85% student thought the textbook(s) did a poor job teaching these issues; 31.82% participants thought the textbook(s) were terrible in teaching such issues.

**Table 13. Perceptions on How Textbook(s) Did in Teaching Globalization, Identities, & International Media**

Answer	%
Excellent	1.52%
Good	10.61%
Average	21.21%
Poor	34.85%
Terrible	31.82%
Total	100%

In sum, students expressed dissatisfaction with their textbook in general, which is caused by textbooks' failure to teach transnational rhetoric and communication, globalization, identities, and international media.

A GTA, writing tutor, and multilingual Ph.D. candidate at the Department of English said that she has only been using one textbook *Writing that Works*, which is generally speaking a quite effective book for teaching students business writing because it has some intercultural or cross-cultural elements. However, she said the textbook does not have a specific chapter dedicated to cross-cultural rhetoric and communication, rather cross-cultural communication issues are scattered throughout the book. When asked about the effectiveness on teaching transnational rhetoric and communication, she thinks the textbook does not have many transnational elements, but the authors seem to have transnational or intercultural awareness, and that the textbook having no specific chapter to discuss transnational rhetoric and communication means there is no systematic way to teach students this kind of literacy.

Regarding the theoretical frame the textbook uses, she thinks it is based on Edward Hall's high and low context culture theory. For example, she said the textbook claimed that Japanese or Chinese tend to approach business writing in a very indirect way. Nevertheless, the authors did not refer or cite Hall when they mentioned high and low contexts, and intercultural/transnational variables such as directness and indirectness. Whereas the textbook seems to have assignments related to Hall's theory, she considers the textbook lacks assignments in general for students to have a comprehensive understanding of the complexity of international communication. Moreover, she said that directness and indirectness are among the key concepts she has been using and the other ones she used include power distance, and some basic knowledge in intercultural communication. She thinks that by providing some basic knowledge about different

cultures, students can acquire a basic understanding on how people from different cultures approach business writing in an international context, but she stressed the fact that she hasn't found an effective way to develop their competence because she is only providing knowledge at this stage. On giving advice for textbooks, she firstly wants to "see an entire chapter to teach students the kind of literacy," or at least "some introductions on different cultures," and "some suggestions on how to deal with problems in international communication settings." Secondly, she thinks students should be provided more opportunities to encounter or interact with the different international communities: assignments, study abroad programs, foreign language experience, and all this kind of experience is going to help them, but a lot of times many students do not know where to start and how to get engaged, or they simply do not have the awareness according to their classroom response when the instructor mentioned international communication. This shows that textbooks should at least provide some Internet links/websites for students to find the sources of transnational literacy.

Another Ph.D. candidate, who is a teaching assistant who has transnational and cross-cultural experience in the industry, said he expected more content in cross-cultural communication. He thinks it is not enough for the textbooks' authors to say "The world today is smaller than it's ever been," or "the electronic media," and "social media," "web 2.0" has brought us so much closer and we need to really be able to communicate with each other more fluently," or "we live in a global village," because when they don't really instruct students how to do it, the content on introducing the global context is useless. He thinks authors of technical communication textbooks who are writing on transnational communication should think about their own professional experience in the field, whether or not they have been really collaborating with scholars or employees from different countries and cultures. In addition, he thinks a lot of

the variables current textbooks use are reductive and thus not that helpful. Further, he suggests textbooks to prompt some actions because he thinks students can't really understand language as a symbolic action unless they have taken some actions in the first place.

**Table 14. Department of English: Evaluation on Textbook's Transnational Perspectives**

<b>Textbooks</b>	<b>Present State</b>
Authors of the textbooks	Authors use others' research results, but probably have not been really collaborating transnationally so they could not offer more examples and assignments.
Textbook addressing both traditional and new rhetoric and communication model/variables	Current textbooks, according to instructors use more traditional variables in intercultural rhetoric and communication rather than new variables that are related to the political economy, new media, and information literacy.
The cultural variables textbooks use to teach transnational/global rhetoric and communication	A lot of the textbooks used in the department still use old, stereotypical variables such as high and low context, directness and indirectness, power distance, etc.
The transnational/global assignments/projects/activities in the textbooks	The assignments and activities are considered as not enough by the instructors and they had to design assignments and prompt activities themselves.
The transnational genres, media textbooks use to teach	The genres in Business Writing and Editing courses are almost always confined to basic genres such as

transnational literacy	correspondence and technical and/or linguistic mechanics rather than deeper issues such as how to communicate with different cultural communities, people, etc.
------------------------	---

The interview with a professor from the Communication Department showed more connection from the political economy of international communication to the frameworks textbooks adopt in dealing with transnational rhetoric and communication. For example, one textbook he used whose author is a Belgian citizen who has spent most of his professional time in his 30s and 40s in South America, has been translated from French primarily into English. He claimed that that particular textbook de-Westernized global media studies to some extent. Additionally, when asked about the theoretical frameworks in these textbooks he chose and the effectiveness on pedagogical approaches/assignments to teach transnational/global communication, he said his experience is primarily on graduate level courses. However, he did make an effort to lessen GTAs' burden on writing an entire seminar paper by breaking down the assignments and making the projects more practical. He gave an example of one assignment that required students to profile a global organization, for example, CNN, BBC, Facebook, Amazon, etc. His students compiled an annotated bibliography of the global media (actor), and they had to conduct an interview with someone at the organization to add some in-depth profile. Another assignment he assigned was that each student has to profile a global communication scholar, and to add the chosen scholar's work into an annotated bibliography. Then, they had to interview the scholar to learn about how that specific scholar does global communication research.

When asked about key variables or concepts that the professor generally uses to teach international/transnational communication and why did he think these variables are important. The professor said depending on the readings he read, his answer might change from time to time. However, the unchanged framework he has been using is the political economy because he thinks that everything is shaped by ideologies, thoughts, and social behaviors, and although they don't determine these things, they are important for students to understand. Students should also learn the structures and who is in control in different systems, or why the structures exist, and who benefits from them. Besides, he always thinks of sovereignty and globalization as political concepts that are the building blocks of the international system and he encourages students to discuss these two concepts. He considers these two concepts and relevant ones as critical concepts in international rhetoric and communication. Please see the table below for the summary on evaluation of textbooks used in the two transnational communication courses in the Communication Department.

**Table 15. Department of Communication: Evaluation on Textbooks' Transnational Perspective**

<b>Textbooks</b>	<b>Present State</b>
Authors of the textbooks	One author the instructor mentioned has transnational living experience and speaks at least two languages.
Textbook addressing both traditional and new rhetoric and communication model/variables	The instructor chose textbooks that address the political economy variable, information and media society variable, etc.
The cultural variables textbooks	The textbooks use political economy such as

use to teach transnational/global rhetoric and communication	ideologies, information society, cyber power dynamics, etc.
The transnational assignments/projects/activities in the textbooks	Yes, the transnational assignments/projects/activities involve different international media, scholars of global communication studies, etc.
The transnational genres, media textbooks use to teach transnational literacy	Yes, the textbooks talk about both print and new media genres in international communication

Textbooks from the Institute of International Business were evaluated according to the syllabi from the instructor due to the impossibility of scheduling another interview on teaching materials. The professor from Business College gave me all syllabi she had used over 8 years (Appendices B5-B7). Authors of the textbooks she had chosen represent the world citizen category speaking of identity. For example, Professor Deresky, author of *International Management: Managing Across Borders and Cultures, Text and Cases*, was born in England and worked in industries in Europe and in academia in the United States.

**Table 16. Institute of International Business: Evaluation on Textbooks' Transnational Perspective**

<b>Textbooks</b>	<b>Present State</b>
Authors of the textbooks	Authors are mostly world citizens and at least bilingual.
Textbook addressing both traditional	Yes.

rhetoric and communication model/variables	
The cultural variables textbooks use to teach transnational rhetoric and communication	Yes, global awareness, cosmopolitanism, etc.
The transnational assignments/projects/activities in the textbooks	Yes, all of them assign readings, cases, and projects that involve transnational/global business communication and/or management.
The transnational genres, media textbooks use to teach transnational literacy	Yes, some of them touched upon transnational genres, media textbooks use to teach transnational literacy.

#### 5.6.4.3 Pedagogies (Research Question 3)

Pedagogical data for research question 3 is complex and vary from instructor to instructor, and from course to course owing to different course requirements and designs. However, the transnational perspective of the pedagogies that can be evaluated by the survey data was collected in this study. When student participants were asked how the instructors have helped them on their transnational literacy (competence/skills/abilities/awareness), 44.44% students thought instructors did a poor job; 22.22% thought instructors did a terrible job.

**Table 17. Evaluation on Instructors' Transnational Pedagogy**

Answer	Percentage%
Excellent	1.59%
Good	15.87%



Average	15.87%
Poor	44.44%
Terrible	22.22%
Total	100%

Due to the complexities of texts and contexts in the postmodern transnational communication environment, genres and teaching materials used in the classrooms are also significant in fostering students' transnational awareness, shaping their global identities, and enhancing their transnational literacy. The survey data suggests communication documents such as correspondence letters and contracts take up a major portion of the genres taught in technical communication classrooms (21.58%); ranking next, instructors teach how to write emails, memos, and working documents (20%); persuasive speech/writing (19.47%) ranked third in the genres taught in technical communication courses. Notably, news reports and movies ranked at the bottom of genres taught in technical communication courses at this particular institution, which should be marked for future and wider practices because these genres are the ones that can facilitate students' transnational literacy.

**Table 18. Genres & Teaching Materials Used in Technical Communication Classrooms**

Answer	%
news reports	7.89%
Email, memo, and working documents	20.00%
persuasive speech/writing	19.47%
conversations	16.84%
documents (company profiles, correspondence letters, contracts, etc.)	21.58%

movies	5.79%
other	8.42%

It is worth noting that students who chose “other” category provided useful information on the teaching materials and genres used in the technical communication classrooms. Five students thought academic writing was technical writing and wrote that they were taught MLA, APA in the academic writing course; one student wrote the instructor taught technical communication using social media; two students said their instructors taught advertisements; one student chose web designs; five students chose instructional manuals; one student said the instructor used documentaries to teach the Communication in Global Context course; one student said the instructor used cases to teach technical writing; one student wrote listening practices, but it is likely that this student is talking about ESL/EFL or language courses; one student reported that the instructor assigned a research paper on intercultural communication. Judging from these reports, there is a discrepancy on the teaching of technical communication due to the sharply varied teaching materials used in the classrooms. Whereas this percentage might have been greatly influenced by textbooks, on the learning and/or teaching process of transnational technical communication at this southern university, some students gave suggestions on the pedagogical expectations they have, or they pointed out the difficulties faced by instructors teaching transnational rhetoric and communication. Students wrote:

- I think Technical communication course could offer students more practical techniques in intercultural working context.
- Cultural difference

- It is important to have moderate command, at the very least, of at least two languages. This allows you to become more marketable when networking and pursuing career opportunities.
- In my learning process of international communication, instructors focus too much on text instead of providing enough examples and making the course fun, students' participation is not enough. After completing the course, I feel it is not easy to practice correspondence communication skills in reality.
- Overall, the communication classes I took in this institution are good. I feel like it will be better if we learn more about how to communicate with fellow classmates from different cultures. It's good that we learned foundation knowledge, and now is the time to go in-depth.
- The overall experience is good, but I expect instructors provide more examples in teaching of different cultures and encourage students to participate in more cases or activities collaboratively.
- I would like to consider myself a work in progress when fully considering my transnational technical and professional communication effectiveness.

From students' descriptions of their experiences, we can see that a practical or real life communication setting is highly desired from the students; students want the instructors to give more examples and engage more in collaborative efforts on transnational communication so students from diverse cultural or national backgrounds can learn and grow together more effectively; students' are also concerned about their communication literacy and effectiveness in transnational communication and think there is more knowledge to learn and more competence to gain.

According to the interview with the Chair of the English Department, she thinks that the English faculties/instructors should start writing on pedagogies in online environments, such as kairos; and thinks that only focusing traditional pedagogy and traditional scholarly articles will cut off experimental avenues with the digital pedagogy that transcends departments and universities (around the world); and that scholars in global rhetorics, who teach students from different global areas, or those who are from different areas, so that collaboration cross borders can be realized because it can be possible to be “not top-down, but collaborative.” She gave an example of her mentoring a long-term visiting scholar from China and about the conversations they had great on what the Chinese instructor is teaching in her university in China and what instructors here teach in this local U.S. institution, and how to adjust each other’s pedagogies, especially in the teaching of English as a second language. She also mentioned the kind of departmental and/or institutional support administrators can offer for cross border collaborations:

I think we often have a lot of strategic initiatives, something like global blablabla, but then we don't define that. We don't define our terms, and we don't define what it would mean to be global. Not just to read about something about somewhere else. Or to go teach a class to all Americans in an American school somewhere else. I mean I think we really need to find out what does globalization mean, what does that look like. And administrators need to provide the resources for that, whether it is with visiting scholarships, or technology, or opening our buildings at odd times so that we can have synchronous discussions. Not slapping another country's name on something, but studying that cultural context, and not just look at our way in, but first of all, understanding that culture and what does that culture has to teach us, what can we learn instead of just going top down as fixers.

A graduate teaching assistant, writing tutor, and Ph.D. candidate, said that she didn't think the instructors received enough training on teaching international rhetoric and communication, and explicitly expressed her wish to have a "systematic pedagogy" to help students to "develop and grow" in this regard. In addition, she said in her classrooms, because it is an undergraduate Business Writing classroom, she always tries not to use too much lecturing on the theories of international rhetoric and communication, but instead, brings in class more materials for students to learn and discuss transnational rhetoric and communication. She sometimes brings up real cases from her own transnational experience enabled by social media, and sometimes materials she collected online to set up a setting for transnational rhetorical and communication cases. Besides, because she is a multilingual instructor and student, she regards the learning of foreign languages as a natural and important way to open students' mind to the international awareness. Therefore, she has invited faculties from the foreign language department to give a speech in her Business Writing class to encourage students to learn foreign languages. Finally, she thinks it is significant for the instructors to provide reading materials from another culture that is not included in the textbooks so students will have opportunities to access the kind of cultural knowledge that is the precondition of their intercultural competence.

Another Ph.D. candidate and graduate teaching assistant, who had transnational writing instruction experience, said that the professionalization at this institution could be stronger, indicating the need to develop mentoring programs and training sessions on transnational rhetoric and communication. He also expressed his confusion on the reality that the departments of foreign language and English are two separate departments, and the structural struggles he experienced when reaching out to the ESL department to get the training for the writing center because he was interested in language teaching. He was discouraged when someone told him that

people in the ESL department were doing research or teaching on what he was interested in. He expressed concerns about the disciplinary boundaries and difficulties in doing collaborative research and teaching, as well as the difficulties understanding who uses which methods and who is the first to use the methods, and who does a better job. He gave an example on the departments of English and Communication at this southeastern university, and it seems to him that coordinating the departments is daunting and both departments offer same courses. From students' views and according to his experience, it has been frustrating on both sides, which reflects not only methodological but pedagogical struggles graduate students are going through, if not faculty members. Moreover, he laments the fact that some faculty and graduate TAs still think English is open exclusively to a monolingual pedagogy.

Another graduate teaching assistant and Ph.D. candidate told me that he uses collaborative pedagogy in his Business Writing and Editing for Publication classes: only when students worked in groups and started discussing major issues they were all concerned about, did they begin to see more commonalities and start to comprehend the differences at the same time. Additionally, he complained that textbooks are not that helpful in teaching cross-cultural issues, and that he has to assign in his editing class that each student would edit an article, or a book, and some other sources; then they had to do a 5-7 minute class presentation during which the students talked about what their source were about. Some of the sources involve cross-cultural or international communication. Therefore, when students brought up the intercultural texts themselves, everybody learned some knowledge and he was also able to add sources on the class reading list that involves cross-cultural editing contexts. The data was collected from both instructors and students because some of them are both graduate students and teaching assistants.

The pedagogical practices in the Department of English at this southeastern institution can be summarized in table 19 using the pedagogical codes:

**Table 19. Department of English, Pedagogical Evaluation on Transnational Rhetoric & Communication**

<b>Pedagogies</b>	<b>Present State</b>
Transnational/global teaching materials to frame the teaching	Yes. Instructors decide to use their own learning and teaching experience to compile a series of teaching materials for students.
Digital pedagogy across national borders	No, although students' presentations using digital media such as Power Point happen in the classrooms.
Assignments/projects/activities designed for teaching transnational literacy	Yes, instructors assign students readings, cases, and projects that can help with their transnational literacy.
Effectiveness on teaching transnational awareness, compassion, and competence	Instructors mentioned this aspect, but the effectiveness is hard to track because they never tracked it, nor were there any tools to evaluate this.
Rubrics/evaluation on transnational literacy	No, not one instructor mentioned any rubrics they use to evaluate students' transnational literacy.

The professor from the Department of Communication thinks transnational rhetoric and communication literacy is crucial to students; it is hard for him to make any changes because of the university bureaucracy. He said he co-teaches a study abroad course with a professor from

the Robinson College of Business, and they took students abroad to Hungary, Italy, and Turkey in different years. He thinks the program is unique, and one of the first of its kind nationally, and it is difficult to replicate a program like this because it requires financial, faculty, and pedagogical resources because helping students to learn about what a global citizen means is still an ongoing process.

The pedagogies on teaching transnational rhetoric and communication are summarized in the following table:

**Table 20. Department of Communication, Pedagogical Evaluation on Transnational Rhetoric & Communication**

<b>Pedagogies</b>	<b>Present State</b>
Transnational/global teaching materials to frame the teaching	Yes. The instructor is highly organized and uses a lot of transnational teaching materials from print texts to digital texts such as documentaries.
Digital pedagogy across national borders	Yes, the instructor teaches study abroad courses and travel with students to another country, he also teaches at different universities across the globe.
Assignments/projects/activities designed for teaching transnational literacy	Yes, the instructor interviewed assigns transnational rhetoric and communication projects and research activities to graduate students.
Effectiveness on teaching transnational awareness, compassion, and competence	This was not mentioned in the interview, but judging from the assignments and projects, students can learn a lot from the courses.
Rubrics/evaluation on	No, the only one instructor interviewed did not



transnational literacy	mention any rubrics they use to evaluate students' transnational literacy. However, he did claim that research methods are an important way to evaluate and teach students.
------------------------	---

The interview with two professors (one of them is also an administrator) from the Institute of International Business in the Business College indicates that pedagogical approaches are more advanced on the teaching of transnational rhetoric and communication. For example, the non-administrative professor mentioned that she assigns students to simulation groups to collaborate beyond national borders and across time zones. She also mentioned the 17 variables of international communication that are under 3 larger dimensions. The 3 dimensions are: perception management, relationship management, and self management. For example, under perception, there are non-judgementalness, tolerance, cosmopolitanism, etc.; and under relationship measurement, there are some other variables; under self-management, which is stressed more for the executives, there are different variables. She also emphasized that these variables are all commercially available from the companies that established them. According to the article she sent me, the 17 variables are listed under the 3 dimensions. Under perception management, there are 5 variables: nonjudgementalness, inquisitiveness, tolerance of ambiguity, cosmopolitanism, and category inclusiveness. Under relationship management, there are 5 variables: relationship interest, interpersonal engagement, emotional sensitivity, self-awareness, and social flexibility. Under Self-management, there are 7 variables: optimism, self-confidence, self-identity, emotional resilience, non-stress tendency, stress management, and interest flexibility.

**Table 21. International Institute of Business, Pedagogical Evaluation on Transnational Rhetoric & Communication**

<b>Pedagogies</b>	<b>Present State</b>
Transnational/global teaching materials to frame the teaching	Yes. The instructor interviewed assigned textbooks and readings that are transnationally and globally framed.
Digital pedagogy across national borders	Yes, the instructor uses digital technology and different operational systems to enable students to collaborate beyond national and institutional borders.
Assignments/projects/activities designed for teaching transnational literacy	Yes, instructor assigns students readings, cases, and simulation projects that cross national borders in different time zones to help with their transnational awareness, literacy, and competence.
Effectiveness on teaching transnational awareness, compassion, and competence	The instructor interviewed expressed confidence in the effectiveness of her instruction because the evaluation tools showed positive results in all regards.
Rubrics/evaluation on transnational literacy	Yes, not only on literacy, but on awareness, competence, etc. The instructor interviewed uses commercially available evaluation tools from companies that are established by academics whose fields range from psychology, anthropology, to business and so on. The instructor stressed that the evaluation tools have been tested and are therefore reliable tools.

To sum up the institutional practices in transnational pedagogies on rhetoric and communication, the units (Department of English, Department of Communication, and the Institute of International Business) have their own perspectives in teaching transnational rhetoric and communication. In the Department of English, in which most interview participants claimed a need of professionalization on pedagogies, instructors tried to figure out their own ways to teach transnational rhetoric and communication. In the Department of Communication, the professor interviewed who directs study abroad program and teaches graduate seminars on international communication uses political economy framework and adopts cosmopolitanism in the teaching of transnational communication, especially in the study abroad program. In the Institute of International Business, the one professor interviewee who teaches graduate level courses on both international and transnational business communication has adopted mature modules and evaluation tool in pedagogy from companies initiated by academics from anthropology, psychology, and business.

According to both the survey and the interview data, there are many gaps to be filled at the particular institution of higher education in the southeastern U.S., as well as within technical writing textbooks and courses in general. Regarding the curriculum design, because each department/institute in the university has its own mission and teaching focus, it was hard to rank the departments on their cosmopolitan pedagogies. However, judging from the data from both the survey questionnaires and interviews, more courses should be designed and taught to meet students' need in the global, digital context. Courses that teach non-Western rhetorics, comparative rhetoric, global/international communication are particularly needed. Moreover, digital and media literacy related content or courses are highly needed. Further, there is a gap

between undergraduate course offerings and graduate course offerings. More courses on the undergraduate level will have to be offered if the textbooks cannot address international communication well. Institutional efforts should also be made to meet the professional development needs of instructors in terms of transnational rhetoric and communication. Financial (travel, collaboration, etc.) and technological problems (online collaboration, technology and classroom use to meet the need of different time zones, etc.) need to be improved, and the concern of time due to tenure pressure needs attention in academia.

Most importantly, according to the interviews, students who are busily engaged in their coursework will lack the information needed to improve their transnational literacy cross-institutionally. Administrators should think about ways to train instructors so that they are informed to help students access university programs, events, and courses available in other departments. In addition, university and departmental coordination should be improved in order to allow individual instructors to internationalize their syllabi, and departmental effort should also be needed in this regard. Further, cross-institutional research, especially examination on the curriculum design, textbooks, and pedagogies in transnational institutions will be meaningful on the future development of transnational rhetoric and communication.

## **6 TEXTBOOKS ANALYSIS USING TRANSNATIONAL RHETORIC AND COMMUNICATION MODEL**

This chapter uses the model of transnational rhetoric and communication to analyze major textbooks in technical communication and their pedagogical applications, and offers suggestions on textbook revision in the end. I develop a new theoretical framework on transnational rhetoric and communication (See Figure 5), and then categorize overriding and operational variables in transnational rhetoric and communication for textbook analysis. I have performed a rhetorical analysis of the twelve textbooks in technical communication that are the most republished and reedited, and/or the most typical one in the field. Finally, this chapter gives potential textbook revision suggestions regarding the ones evaluated.

### **6.1 Theoretical Foundation**

This research indicates that teacher training, curriculum design, textbooks and teaching materials should follow the needs of intercultural communication; the role and impact of mass media, new media, and the internet in intercultural and multicultural communication should be stressed. Our obligation as professional communication scholars to pursue public good in a global context, and students' participation in information technology for development are vital to contemporary advocacy in public spheres (Walton, 2013, p. 149 & p. 151).

In addition to the intercultural and global concerns of technical communication, Eble and Gaillet (2004) call for humanistic concern in our teaching (pp. 341-342) and claim that the classical ideas of rhetoric, moral philosophy, and civic engagement are inseparable in educating "community intellectuals" (p. 353). Similarly, Ornatowski and Bekins (2004) unfold the significance of "moral imagination" in contemporary capitalist globalization in terms of how technical communication professionals impact communities of various scales (p. 267).

Deliberative rhetoric with conscience and humanistic spirit of conflict solving is the answer to pedagogies and practices of technical communication as civic discourse (Ornatowski and Bekins, 2004, p. 251), which relates to the very idea of citizenship and advocacy as citizens. Increasingly cross-cultural, cross-disciplinary, and cross-organizational contexts requires us to cultivate students' advocacy of the marginalized and the under-resourced communities with methodologies from diverse perspectives and epistemologies to understand and promote social justice (Walton and Jones, 2013, pp. 31-33). My goal is to cultivate cosmopolitan citizens with tolerance, awareness, literacy, and competence who can address the complexities, conflicts, and violence in contemporary globalization. Recent cases such as Brexit from EU has proven that citizens do not have the kind of literacy this era desperately needs, notably, the case of British citizens searching on Google what EU means (Selyukh, 2016, n.p.).

With this postmodern and global context in mind, I respond to the complaint that textbooks have insufficient examples of intercultural technical communication and writing (Matveeva, 2008), and echo Agboka's (2012 & 2014) idea that localization and decolonial approaches can help to address social justice issues in intercultural technical communication discourse and accomplish theoretical and practical goals of social justice. I put the local status quo of the southeastern university into the larger, transnational rhetorical context by analyzing technical communication textbooks after an empirical study on the designing, teaching, and outcome of technical communication and writing classes. I aim to encourage students to become better citizens of not only their own country, but also of the world in this postmodern, late capitalist, and digital era. The preliminary empirical study in Chapter 4 unfolds expectations, reflections, challenges, and current practices among administrators, instructors, and students of technical communication, and therefore functions as a foundation for the textbook analysis in this chapter.

In Chapter 3, I have coded this model to examine and analyze theoretical frameworks and pedagogical practices reflected in the most popular technical communication and technical writing textbooks. Finally, I discuss and envision future curriculum, textbook, and pedagogical designs on how to cultivate students' transnational literacy and morality of world citizenship.

The idea of globalization and global citizenship is relevant to the cosmopolitan ideal of education that aims at the transformation of individuals to become world citizens who are willing and able to serve and work in nation(s) other than their own nation states. Such citizens have the moral responsibility for all human beings no matter where they are from. This notion of world citizen can be traced back to Greek rhetoricians who value the idea of traveling across borders. Nevertheless, in the global village era, with technological conveniences, world citizenship might not be confined to real geographical travel but might also include virtual and digital travel. When fast-speed online dialogues and real-time international communication cannot fulfill the task of global understanding and peacemaking, textbooks and pedagogical design would play a significant role in helping students to handle cultural conflicts and fulfill workplace tasks in contemporary clashes of civilizations, which are frequently in the guise of globalization and development. However, whereas popular technical and professional communication and writing textbooks well serves their end, issues such as students' identities, world Englishes, cultural literacy, and so on are not fully recognized and stressed.

Many scholars have implied a diversity approach that is conducive to enhance transnational understandings both in the classroom and in the workplaces. Scholarship in the field of intercultural rhetoric and communication (Ding and Savage, 2013, pp. 1-9) suggests the following:

- that teacher training and curriculum design be considered;

- that textbooks and teaching materials follow the need of intercultural communication;
- that the role and impact of mass media, new media, and the internet in intercultural and multicultural communication be stressed;
- that the complexity of cultures and cultural identities caused by the displacement of time and space be well researched;
- that the postmodern fragmentation of self and intertextuality (Kristiva, 1966; Porter, 1986; Bazaerman, 2004) of cultures also be marked;
- and that students' intercultural awareness and literacy, especially in the U.S. classrooms, be used as an exemplary site to make students become genuine world citizens who can better understand each other in workplaces and in real life.

Textbook analysis literature is scarce, except the few sources reviewed in Chapter 1, compared to current theories, models, and pedagogies in the field of intercultural rhetoric and communication. I decided to focus on the most republished, and therefore the most frequently used textbooks that are more commonly used for introductory technical communication courses. The textbooks chosen are based on interviews and surveys at the selected institution for this study. The research focus of this chapter is the building of a new theoretical model, and then sample rhetorical analysis of 5 textbooks. Because the in-depth rhetorical analysis of major and popular textbooks demonstrated gaps in teaching and research of transnational rhetoric and communication, I offer suggestions on potential theoretical and pedagogical revisions. Finally, I invite collaboration initiatives and further research on curriculum design, textbook revision, and pedagogical applications in cultivating genuine world citizens as a deliberative effort in the field of technical communication.



## 6.2 Rationale for the Textbooks Chosen

I have collected a range of technical and professional communication and writing textbooks by reading the discussions about textbooks from ATTW (Association of Teachers of Technical Writing) and CPTSC (Conference of the Council for Programs in Technical and Scientific Communication) mail lists, by searching online and in library databases, and by visiting publishers' websites and booth exhibitions at CCCC, ATTW, RSA, SAMLA, MLA, and other conferences. I have also, in Chapter 4, conducted survey questionnaires and interviews from students who are taking and/or have taken technical communication and writing classes, instructors who are teaching and/or have taught technical communication and writing courses, and administrators from different departments who have experience in designing curriculum and assigning textbooks in technical communication and writing at the institution in this study. This empirical study, which can be considered as a case in terms of curriculum design, textbook selection, and pedagogy for technical communication, serves as a foundation of this chapter. In this chapter, I will rhetorically present the analysis of textbooks under concern from the perspective of cosmopolitan pedagogy and the transnational rhetoric and communication model.

This chapter will include eleven textbooks that are chosen according to the criteria I mentioned in Chapter 3, i.e., the most republished, reedited, and/or popular ones according to major institutions' and publishers' mail lists, as well as the survey and interview data. These textbooks are as follows:

- *Professional Writing Online: Users' Handbook* (James E. Porter, Patrica Sullivan, and Johndan Johnson-Eilola, 1<sup>st</sup> Edition, 2001, Pearson)
- *Technical Communication* (Rebecca E. Burnett, 6<sup>th</sup> Edition, 2005, Wadsworth, Cengage Learning)

- *The Business Writer's Handbook* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 9<sup>th</sup> Edition, 2009, Bedford/St. Martin's)
- *Technical Communication Today* (Richard Johnson-Sheehan, 4<sup>th</sup> edition, 2011, Pearson) *Handbook of Technical Writing* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 10<sup>th</sup> Edition, 2012, Bedford/St. Martin's)
- *Technical Communication* (Mike Markel, 11<sup>th</sup> edition, 2012, Bedford/St. Martin's)
- *The Essentials of Technical Communication* (Elizabeth Tebeaux and Sam Dragga, 2<sup>nd</sup> Edition, Oxford university Press)
- *Technical Communication: Process and Product* (Sharon J. Gerson and Steven M. Gerson, 8<sup>th</sup> Edition, 2014, Pearson)
- *Technical Communication* (John M. Lannon & Laura J. Gurak, 14<sup>th</sup> edition, 2016, Pearson)
- Anderson's *Technical Communication: A Reader-Centered Approach* (6<sup>th</sup> edition, 2007, Wadsworth Publishing)
- *Writing That Works* (Walter E. Oliu, Charles T. Brusaw, Gerald J. Alfred, 12<sup>th</sup> edition, 2016, Bedford/St. Martin's)

Whereas some of the editions will already be dated by the publication of this chapter, I have to clarify that the instructors and students might still be using older editions due to various reasons, such as prices of such textbooks.

The research questions in this chapter are as follows: How are transnational rhetoric and communication framed and presented in technical communication/writing textbooks published in the United States? To what extent do they present transnational and international issues? What

modes of representation do they use to incorporate transnational issues, if any? How do they represent technological and cultural issues involved in transnational technical communication? How, if at all, do they help students become transnational literate technical communicators? What are the methodological and pedagogical implications for the improvement and revision of technical communication/writing textbooks?

### **6.3 Research Methodology**

The research methodology of this chapter is informed by theory and rhetorical analysis based on both qualitative and quantitative data collected in the preliminary empirical study in Chapter 4.

### **6.4 Textbook Analysis**

The textbooks analysis is performed based on the transnational rhetoric and communication codes and variables in Chapter 3 (Figures 3-5, Tables 5-). My analysis of the textbooks is first to focus on theoretical frameworks and pedagogical perspectives the authors use and then to look at whether the content design will be effective in terms of cosmopolitan pedagogy in the digital era using transnational rhetoric and communication variables. Therefore, the analysis focuses both on the process and the product with in-depth rhetorical inquiries regarding world citizenship, transnational literacy, and critical thinking of media from a world citizenship perspective. Additionally, classic models and variables are also weighed to evaluate theoretical perspectives and the pedagogical applications in these textbooks, especially when they are intertwined with new variables from the new model. I also actively relate classical variables to new variables from the transnational rhetoric and communication model whenever there is any connection between the classic and new variables.

In addition, I apply active and positive connections between the textbook content and the new variables in the transnational rhetoric and communication model to avoid potential misinterpretation of the textbooks' design and potential. For instance, if the textbooks mention active listening, listening, comparing cultures, and/or interview, I categorize them into "tolerance and compassion" variable in "world citizenship dimension," for such approaches will inherently stimulate dialogues and therefore lead the instructors and students to go beyond national and cultural borders. If the textbooks encourage students to search and/or research on the Internet under global/international context, I categorize them into "virtual travel" in "world citizen dimension." However, if there is zero mentioning of the key operational variables, for example, when textbooks only mention online meeting and/or collaboration online, but do not specifically talk about culture and/or national differences, then I consider the content of "virtual travel" as negative. Similarly, if textbooks have content on any possibility of students learning different cultures, peoples, histories, such as interview and/or comparative study projects, I categorize them into "tolerance and compassion" variable in "world citizenship dimension," and/or "race," ethnicity," "class" in "Literacy Dimension." Nevertheless, such categorization might end up romanticizing classroom instructions and learning processes, when in reality this variable depends on what instructions are given to students and what their learning processes might be. My pedagogical evaluation approach is mainly a rhetorical analysis based on the kind of assignments and projects that the textbooks design and what kind of teaching goals they would achieve. And finally, the evaluation of transnational rhetoric and communication variables focuses on whether or not such goals will be able to cultivate world citizens with transnational awareness, literacy, and competence, as well as cosmopolitan traits and responsibilities. For the convenience of the audience, I have included the transnational rhetoric and communication

model in Figures 5. The transnational codes and variables used for textbook analysis are listed in tables 3 and 4.

#### **6.4.1 *Tolerance, Care, Compassion, & Active Listening***

The twelve textbooks vary in their content and emphasis on teaching tolerance, care, compassion, and being active listeners. *Professional Writing Online: Users' Handbook* (James E. Porter, Patricia Sullivan, and Johndan Johnson-Eilola, 1<sup>st</sup> Edition, 2001, Pearson) does not mention anything in this respect perhaps partly due to its older publishing time, and partly because it is a handbook to navigate the PWOnline regarding professional writing, which is now called Purdue Owl (the Purdue Online Writing Lab). However, the recent updates on the web showed dramatic changes when compared to the descriptions in this handbook, although the content described in this handbook that is professional writing related was kept. For instance, the Purdue OWL has individual sections on job search and professional writing, developing résumé, writing the basic business letter, writing and technical writing, etc. Noteworthy, it has individual sections on English as a second language, which provides instructors and students information on professional organizations in ESL, scholarship and policy resources, as well as teaching and learning resources. All of these can naturally lead instructors to the issues of tolerance and compassion, depending on their pedagogical approaches.

*Technical Communication* (Rebecca E. Burnett, 6<sup>th</sup> Edition, 2005, Wadsworth, Cengage Learning) demonstrates a strong representation on teaching tolerance, care, compassion, and being active listeners. This textbook talks about the awareness of culture (pp. 65-67), the blindness to (p. 40) and bias of culture (pp. 44-45 & pp. 173-174), collaboration with people from different cultures (pp. 173-174), diversity (pp. 42-43, pp. 68-69). For instance, the textbook

encourages collaborators to exchange information with each other's cultures no matter it is a national culture or organizational culture and gives the example of collaborators' directness in voicing criticism (pp.173-174).

*The Business Writer's Handbook* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 9<sup>th</sup> Edition, 2009, Bedford/St. Martin's) teaches students to perform active listening (pp.311-313) in interviews (p. 282) and meetings (p.323) and discusses the fallacies about listening (pp.311) to the extent that listening needs to be active and globally engaged. Besides, this textbook addresses cultural differences in communication, global graphics, international correspondence (pp. 240-242, pp. 272-277, p. 323,) cultural context (p. 110) and directness of message (p. 116, 242, & pp. 272-273). This textbook also teaches varieties of Englishes, although it uses "standard" and "nonstandard" English varieties, without mentioning World Englishes (pp. 182-185).

*Handbook of Technical Writing* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 10<sup>th</sup> Edition, 2012, Bedford/St. Martin's) also mentions listening in interviews and meetings and suggests one must consider global aspects of communication in meetings (pp. 324-326, pp. 281-285, & p. 343). In addition, it discusses cultural difference via the directness vs. indirectness dichotomy in global communication, graphics, and international correspondence (p. 102, p.109, pp. 232-235, pp. 275-280) in the same fashion with *The Business Writer's Handbook*. Further, this textbooks mentions varieties of English language, without considering transnational varieties of English, world Englishes (pp.175-176).

Mike Markel's *Technical Communication* (2012) offers political, economic, social, religious, educational, technological, and linguistic variables when providing traditional intercultural variables such as individualism vs. collectivism (p. 92). However, this textbook uses

a U.S. centered approach when teaching intercultural rhetoric and communication in that it offers the U.S. way of listening and speaking habits such as eye contact without addressing the needs of audiences from other rhetorical traditions (p. 710-712). It also suggests native speakers to use short, easy, and concise words, phrases, and sentences for multilingual audience (pp. 98-99, pp. 710-712), which has an implied precondition that multilingual communicators are somehow incompetent in English communication.

*Technical Communication Today* (2011) considers listening and learning as the key to intercultural and cross-cultural communication. It offers four strategies to listen and learn intercultural and cross-cultural communication:

- listen carefully,
- be polite,
- research the target culture, and
- talk to your colleagues. (p.36)

Overall, it suggests students observe and listen to what others do and say in different cultures, encourages them to do research into the expectations in other cultures, and learn from mistakes. It also assigns website analysis from different cultures, traditional inter-cultural communication variables (indirectness vs. directness, collectivism vs. individualism, etc.), and writing a white paper on the persuasive strategies in different cultures (p. 61 & pp. 138-141).

Therefore, this textbook's pedagogical approach is close to the kind of tolerance and compassion in cosmopolitan pedagogy.

*The Essentials of Technical Communication* (Elizabeth Tebeaux and Sam Dragga, 2<sup>nd</sup> Edition, 2012, Oxford University Press) does not specifically talk about listening or active listening, but it teaches students to know their readers' educational and cultural backgrounds (pp.

13-14. P. 148), to keep in mind that different people from different cultures may have varied ethical perspectives (p. 41), to be sensitive to cultural differences in collaboration (p.190), to avoid bias by analyzing the audience's age group, educational and cultural backgrounds, positions, ethnicity, economic background, political and religious beliefs (p.269), to consider whether the audience feels comfortable with American English (p. 272), to do research and learn how to speak to multicultural audiences (p. 285), and to conduct cultural adjustments for presentations (p. 291)—all of which speak to the awareness, listening, care, and compassion variables.

*Technical Communication: Process and Product* (Sharon J. Gerson and Steven M. Gerson, 8<sup>th</sup> Edition, 2014, Pearson) claims that diversity is protected by the law in the U.S. and beneficial in business settings owing to the diverse populations of different ethnic groups by 2050 (p. 87-90); and cross-cultural workplace communication requires key skills, competence, and considerations on foreign language learning, avoidance of jargon, idiom, humor, pun, figurative language, and biased language (pp. 92-97); in addition, the willingness to accept different opinions (p. 507) is crucial to effective listening. All of these relate to tolerance, care, compassion, and being active listeners.

John Lannon & Laura Gurak's *Technical Communication* follows IEEE code of global ethics and states in its communication guideline "think globally" at the end of each chapter, which gestures towards awareness, literacy, tolerance, and compassion.

*Technical Communication: A Reader-Centered Approach* requires students to think about the audience's cultural background (p. 6), encourages students to think about human consequences of communication (pp. 222-223), teaches the use of inclusive language (pp. 276-



277), and addresses the importance of cultural diversity by looking at the readers' backgrounds, expectations, as well as high and low context (pp. 76-82, pp. 109-110, & pp. 432-433).

*Writing That Works* offers an evaluation form on collaborative projects and requires students carry out interviews with collaborators from different cultures.

In general, the existing efforts in these textbooks indicate some characteristics that promote and encourage tolerance, awareness, understanding, and willingness, whereas such efforts are far from enough to cultivate essential cosmopolitan competence of love and care that would enable students to be able to actually work for and serve citizens in different cultures.

#### **6.4.2 *Computer Mediated Communication, Virtual Travel, & Cultural Literacy***

Regarding computer mediated communication, virtual travel, and cultural literacy, on page 11 of Professional Writing Online: Users' Handbook, the transnational aspect was mentioned in the last scenario, "Using PWOnline to Support International Understanding." It features Baotong Gu's instruction in a research class for technical communication majors in which he completed a job banks project and taught students to internationalize their thinking via extending their job materials to an international job market. Students researched how job letters and resumes would change in other countries, and then they talked with instructors and other visitors from other countries to understand how employment documents are culturally situated. Gu also archived those who had found jobs in other countries. Therefore, this handbook and its website facilitate cultural literacy by teaching the culturally aware resume and the cultural differences among jobs overseas, which prompts virtual traveling because students would have to search online about other countries, look at the images/pictures of the specific countries, etc.

*Technical Communication* (Rebecca E. Burnett, 6<sup>th</sup> Edition, 2005, Wadsworth, Cengage Learning) talks about globalization through “the unrestricted movement of ideas and people, services, systems, goods, and money,” which constitutes global economics, politics, and technologies (p.45). This textbook contributes much content that not only gives students both commercial and NGO websites to facilitate their transnational awareness, literacy, and competence, but also uses statistical, visual, and rhetorical approaches to illustrate demographic structures of transnational companies (pp. 37-51). Additionally, when teaching ethics in computer-mediated communication, this textbook recommends students think about accessibility, comprehensibility, and usability, all of which can easily be connected to the transnational literacy if the instructor facilitates students discussions and assignments on visual and virtual communication.

*The Business Writer's Handbook* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 9<sup>th</sup> Edition, 2009, Bedford/St. Martin's), when talking about computer technology and conducting meetings from remote locations, teaches students to be familiar with interactive software (pp. 321-325). Whereas this cannot be directly related to virtual travel and transnational literacy, this could be used to facilitate transnational learning by adding some other cultural or international components by setting the meeting in a transnational context. Therefore, language issues, technological issues, time zones, transnational meeting minutes, translation and/or interpretation, and other issues will be naturally brought in.

*Handbook of Technical Writing* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 10<sup>th</sup> Edition, 2012, Bedford/St. Martin's) discusses online tutorials, Internet research on sources and resources, jobs, and so on (pp.483-485), offers digital tips to synchronize data, and

video conference/online meeting, but does not mention any transnational aspect of these learning and communication processes (p. 14, p. 519, p. 342).

Mike Markel's *Technical Communication* (2012) requires students classify their skills into hardware skills, software skills, language skills, and operating system skills (p. 15) in teaching resume and job application skills. However, no transnational component was found in the actual text. Therefore, unless the instructor designs an international job application assignment, students will have to learn about transnational literacy by themselves. Additionally, this textbook discusses online databases, social media, websites, catalogs in contrast to traditional research tools (p. 121), with which we cannot see any transnational pedagogical possibilities unless the instructors design the assignments themselves.

*Technical Communication Today* talks about using Skype for collaboration (pp. 642-643), but the assignment on creating a Facebook page for a local university is not transnational (p. 645). In addition, this textbook, when teaching electronic resources, does not consider transnational virtual learning. For example, it does not mention information access on transnational level because it only gives examples of Google.com, Yahoo.com, etc. that are U.S. based search engines (p. 394). Further, this textbook requires students to compare websites designed from different cultures (pp. 618-619), which cannot be sufficient virtual traveling alone, but it can help students to be aware of cultural sensitive web design.

*The Essentials of Technical Communication* (Elizabeth Tebeaux and Sam Dragga, 2nd Edition, 2012, Oxford University Press) mentions computer software such as EndNote and Zotero can help students with their citations and annotations, but they will have to make continuous efforts to develop skills for information literacy (p. 341). What's more, this textbook teaches cultural literacy mainly from the perspective of knowing and analyzing the multicultural

audience (pp. 13-14, p. 41, & p. 148). There has not been any concrete content on the relationship between computer-mediated communication and how that is connected with transnational literacy, like most of other textbooks.

*Technical Communication: Process and Product* (Sharon J. Gerson and Steven M. Gerson, 8th Edition, 2014, Pearson) discusses what electronic communication look like by introducing composing tools and the characteristics of online communication (pp. 375-376 & p. 386). More importantly, it teaches students the criteria of successful websites:

- the Web[Internet] is important for corporate communication,
- the international growth of the Internet is irreversible, and
- consider using languages other than English. (pp. 374-385)

Whereas only international business is involved in this regard, teaching students the importance of other languages can help them to develop a kind of transnational literacy to some extent because in the designing process they will have to learn at least one language, or try to collaborate with a person who speaks more languages than they do.

Lanon and Gurak's *Technical Communication* requires students study websites of international organizations and Internet search about cultural variables and differences among cultures. *Technical Communication: A Reader Centered Approach* (2007) mentions audio and video conferencing using computers and talks about collaboration in this regard (pp. 451-452), but does not mention specific transnational resolutions and learning processes, except giving general guidelines at the end of the chapter (pp. 453-456). Nevertheless, when teaching details of collaborative meetings, this textbook encourages discussion, debate, and diversity of ideas (pp. 448-450). Whereas this shows a positive possibility on virtual traveling, the textbook promotes

“real time” collaboration tools without discussing the specific things to consider when scheduling transnational meetings (p. 451).

*Writing That Works* encourages students to use collaborative writing tools such as Google Drive. The fact that there are textbooks that do not address virtual travel needs to be marked, and the ones that teach cultures and encourage students to collaborate may want to think one step further about new projects that could be designed in new editions in order to provide students more opportunities to be immersed in a transnational working environment.

#### **6.4.3 Physical Travel Techniques: Passport, Visa, & Border Crossing**

Regarding physical travel issues such as visa application, passport and visa policies, border passing, *The Essentials of Technical Communication* (Elizabeth Tebeaux and Sam Dragga, 2nd Edition, 2012, Oxford University Press) is the only one that actually includes the arrival and departure record form (pp. 266-267). No other textbook mentions anything relevant to these technical aspects. The authors may have to omit these aspects given the nuances of different practices from nation states, but giving students an idea about how easy or difficult international travel can be would be beneficial to the competence of world citizenship in that it teaches students to understand each other's national identities, different restrictions on traveling, and the unequal power dynamics even regarding transnational travel, which would be conducive to cultivating their compassion and understanding toward each other, especially between the colonial national identity and the colonized national identities. For instance, teaching empathy using documentaries on developing countries such as Jamaica and China: “Life and Debt” and “Mardi Gras: Made in China.” Additionally, no textbook addresses dual citizenships and

nationalities, refugee, asylum, and immigration that are closely related to students' global identities, literacies, and competence to understand and communicate such problems.

#### **6.4.4 Ideological Considerations: Religion**

Ideological perspectives such as religion are an important variable in the transnational rhetoric and communication model. However, *Professional Writing Online: user's Handbook*, *Technical Communication: A Reader-Centered Approach* and Lannon & Gurak's *Technical Communication* do not mention the reflectivity of religious and other ideological references in global communication. The other eight textbooks touch upon religion to different extents. For example, Burnett's *Technical Communication* uses visual rhetoric to teach students cultural literacy by offering them some basic background knowledge and inviting them to observe, research, and answer questions that might lead to religious considerations (p.70). *The Essentials of Technical Communication* teaches students to consider the audience's political and religious views (p. 269). *Technical Communication Today* suggests avoiding religious symbols and references (p. 544 & p. 607) because the mentioning of a religious figure or saying prayers can be potentially insulting and even sacrilegious in another culture. Markel's *Technical Communication* observes that religious differences can affect diet, attitudes toward individual colors, style of dress, holidays and hours of business (p. 96). *Handbook of Technical Writing* suggests not to have bias towards any other religious belief that one does not hold on to (p. 51), and make sure to capitalize religious characters in writing (p.63). Similarly, in *The Business Writer's Handbook*, because the same authors wrote it, the same issues on religious beliefs and capitalization of religious characters are mentioned (p.51 & p. 69). *Writing That Works* advises

not to use religious symbols because they might mean entirely different things in another culture (pp. 255-256).

#### **6.4.5 *Historical & Ethical Aspects of Culture***

Regarding the historical and ethical aspects of culture (ethnicity, race, and gender), *Writing That Works* is the only textbook that includes all these areas. It claims that identifying human beings by their racial, ethnic, or religious backgrounds is not relevant in professional writing (p. 112 & p. 650). It also requires students to interview people whose work involves international travel, which might inspire them to communicate about a nation or nations' histories. Gender is mentioned in all of the textbooks, and they recommend using non-sexist language (*Technical Communication Today*, p. 120, p. 123; Markel's *Technical Communication*, pp. 240-241; *Technical Communication: A Reader-Centered Approach*, pp. 276-77; Lannon & Gurak's *Technical Communication*, pp. 86-87 & p.127; *Writing That Works*, p.111 & pp. 619-620), but they almost always talk about gender differences according to research findings from previous studies that oppress those who have different ways of communication and behavior patterns. For instance, Markel's *Technical Communication* reports that women value consensus and relationships more than men do, that they show more empathy and demonstrate superior listening skills, and that women talk more about topics unrelated to the task, which maintains team coherence, whereas men appear to be more competitive than women and more likely to assume leadership roles. Although *Technical Communication: A Reader-Centered Approach* suggests that all professionals should be treated equally in the workplace (p. 77), this textbook presents that many American men express assertions as facts whereas women do not (pp. 455-456). *Technical Communication: Process and Product* suggests that multicultural collaborations

will be helpful to students' cultural literacy such as what beliefs different cultural communities have (p. 89). Lannon & Gurak's *Technical Communication* also reports previous studies on behavioral differences between men and women, but claims the impossibility of generating gender differences (pp. 86-87). We can see that some of the comments about women and men in the workplace are fairly stereotypical, which should be noted for future research and teaching of transnational rhetoric and communication when examining the transnational gender dynamics.

#### **6.4.6 Language as Cultural Variable**

In terms of language as a cultural variable, only one textbook: *Technical Communication* (Rebecca E. Burnett, 6<sup>th</sup> Edition, 2005, Wadsworth, Cengage Learning) discusses World Englishes (pp. 53-55). *The Business Writer's Handbook* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 9th Edition, 2009, Bedford/St. Martin's) (pp. 182-185) and the *Handbook of Technical Writing* (Gerald J. Alfred, Charles T. Brusaw, and Walter E. Oliu, 10th Edition, 2012, Bedford/St. Martin's) (pp. 171-175) each referred to ESL. The other textbooks have not included World Englishes as a cultural dimension in their content, nor do they mention ESL at all. Nevertheless, many of them encourage the use of plain language. For example, Lannon & Gurak's *Technical Communication*, like the other textbooks, suggests the basic guideline that simple and coherent vocabulary should be used when communicating with non-native speakers, but it states that respect for the audience's fluency level is also important, which implies that the audiences' educational, working, travel, and even living experience might be different. Whereas there is no inherent connection between and among plain English, English as an international language (Lingua Franca), ESL, and World Englishes, plain English, which is supposed to use easy to read syntax, simple vocabulary, and short sentences can be easier for ESL speakers to



understand. Similarly, looking at English as an international language seems to encourage practices with simple and concise use of the English language. However, World Englishes may or may not be understood easily. For example, “people mountain people sea,” a direct, literal translation from the Chinese four-character idiom “人山人海” may or may not be understood by native English speakers depending on their cultural literacy of the Chinese rhetorical context. In addition, some grammatically wrong translations cannot be considered as Chinese English, a variety of World Englishes. For instance, “人山人海” is considered as Chinglish, a non-idiomatic translation from the original language to the target language. Textbooks show concerns of native speakers not being understood by less literate (speaking of English) non-native speakers. Not vice versa. This is one issue to address in the teaching of transnational and translingual technical communication. However, multilingual speakers and/or people who hold dual citizenships are mentioned in none of these textbooks.

Further, the present rhetorical condition of these textbooks is the lack of tolerance and understanding between and among differences, as well as the teaching on positive attitude and the courage toward dialogues between and among cultures. For the transnational rhetoric and communication variables: information dissemination and surveillance and fragmentation, intersubjectivity, and intertextuality, not a single textbook among the eleven textbooks analyzed showed any concern about the speed of information dissemination, media’s ideological stances, surveillance, fragmentation, intersubjectivity, and intertextuality. This gap suggests that future textbook revision should consider the issues due to the increased speed of technological development and transnational information dissemination on situated and converged information flow.

Regarding issues surrounding translation, negotiations on vocabulary, and discourse communities, all five textbooks refer to a third culture, but stop at asking students to avoid using culturally inappropriate and/or sensitive vocabulary and/or idioms, without mentioning the deeper causes of such avoidance, or giving any resources and/or examples. Therefore, this gap will have to be filled with more resources and examples to cultivate students' transnational literacies and competence.

Interestingly, David A. McMurrey's online technical writing textbook does not talk about any of the above variables, except that his website has a page on internationalization/localization guide which encourages the audience to read and do the exercises ([https://www.prismnet.com/~hcexres/itcm/guides/intloc\\_plan.html](https://www.prismnet.com/~hcexres/itcm/guides/intloc_plan.html)). Nevertheless, there are limited learning resources some of the sources are from Wikipedia. A lot of these readings are also highly technical about templates, rather than offering constructive instructions on transnational rhetoric and communication. In addition, his online textbook has a translation chapter that might be able to foster some of the transnational awareness and competency.

## **6.5 Implications**

The evaluation of the textbooks has shown that textbooks under concern will need new theoretical frameworks and assignments regarding transnational and global rhetoric and communication. In addition, they still rely largely on the traditional/classical definitions of cultural awareness, literacy, and competence on broader, national borders, instead of fast changing and ubiquitous transnational cultural exchanges, communications, and rhetorical convergences. For instance, some of the textbooks' content gives stereotypical examples based on classical cultural variables/binaries such as indirectness/directness, low- and high- context cultures, power distance, and uncertainty avoidance. However, there are some exceptions on

addressing such variables. For instance, Lannon & Gurak's *Technical Communication* stands out in terms of stereotypical definitions of group behaviors from cultures because it tells students to respect individual characteristics of human behaviors. This textbook also follows the IEEE gender equality code (p.77) and asks students to pay attention to social cues on gender differences, whereas others largely ignored gender issues in technical communication. *Technical Communication Today* makes an argument that women in North American are more direct (p.35) than women from other cultures, which falls into the category of an old stereotypical cultural variable.

The literacy, skills, and competence that textbooks could teach in order for future practices to be effective while communicating across national boundaries include, but are not limited to the following skills:

- students' self-awareness (citizenships, ethnicity, race, gender, passports and visas)
- transnational team building and relationship building
- transnational technological literacy
- transnational media literacy (ideological stances of media from different nations caused by previous human but not national history, and ability to recognize fake news using reliable sources)
- ability to tolerate, recognize, and comprehend cultural negotiations of the English language

In conclusion, when we think of the achievements and failures of globalization, both economically and ideologically, it is time to shift our pedagogical focus from the small-minded national boundaries to transnational middle grounds, dialogues, and smaller institutional cultures that are already global and transnational and historically irreversible. What world citizens should

strive for is how to solve concrete problems for individuals beyond national and/or institutional authorities and boundaries. Cosmopolitanism and transnationalism is the ideal and irreplaceable strategy for each human being to go beyond ideological, geographical, and national limitations; however, this strategy is not easy to realize without the collaborative effort of world citizens.

The implications of my findings illustrate that the textbooks are trying to avoid using traditional models in the so-called intercultural communication, but insufficient examples were provided.

The insufficient materials may be supplemented by providing more cases in transnational rhetoric and communication such as transnational mobile apps; teaching historical and contemporary texts with readings, videos, or links such as documentaries; simulating transnational rhetorical situations so students will have an idea of how contemporary transnational work places are like; using transnational websites that has different language versions to discuss implications of different design, communication, and so on.

## **6.6 Limitations**

The research limitations of this chapter are as follows: 1) Only 11 introductory technical and professional textbooks were chosen, which cannot represent the entire body of textbooks in technical and professional communication, especially those that focus on intercultural rhetoric and communication, such as Thatcher's handbook in Chapter 2 in the case study, 2) Although I have performed a cross check via index, textbook content, as well as references or bibliographies, there might be places that I have interpreted the textbooks from a transnational and comparative lens, so much so that it seems too strict to introductory textbooks, 3) The suggestion and implications will only work for future considerations if the textbooks want to address transnational rhetoric and communication from comparative, postcolonial, and postmodern perspectives, and 4) There will always be limitations that I as a researcher cannot

perceive myself inside my own methodological framework. Despite these limitations, I think my study offers a number of benefits to the fields of technical communication and writing studies, especially to WAC/WID studies owing to the data from different disciplines.

## 7 CONCLUSION

Textbooks, according to the survey and interviews, need to provide enough information, examples, and assignments on transnational rhetoric and communication so that both instructors and students will be able to benefit from them for their transnational literacy. Meanwhile, content that could help incorporate the digital literacy, media literacy, and transnational literacy together are desperately in need of. Such improvements would also help improve the current situation that instructors do not have enough training on transnational rhetoric and communication.

When learning traditional cultural variables such as direct/indirect, individual/group, informal/formal, and others, students can easily be lead to bias, prejudice, and bigotries that are based on binaries and or sharp different practices because complete opposite rhetorical practices can block people from being truly open to different approaches. The advocacy in world citizenship and the kind of literacy and competence this citizenship endows speak directly to each one of us about the change and development in our work places. Our shared present and future is calling for the cultivation of globally responsible and competent citizens to carry forth our ancient dream of serving each other in peace. However, it'll be more challenging for the postmodern subject to become a genuine world citizen because technology has accelerated the production and distribution of information. Therefore, it'll be helpful to look at how these subjects interact between and among themselves (Figure 4-5). Because adapting digital communication across national borders involves cultural differences regarding purpose, audience, information needs, organizational strategies, style preferences, and when associated with different national and international digital media, cosmopolitan approach offers a universal frame for approaching technical communication with humanistic ethics. It takes compassion, love, care, and responsibility for each other as world citizens in order to apply the transnational

rhetoric and communication model in that global visionary is at the center of all sustainable and ethical communication.

Pedagogies are largely relying on individual instructors in terms of the transnational literacy and communication competence. Instructors who are more transnationally trained should find ways to mentor those who are not. There needs to be more collaboration among instructors in terms of the cosmopolitan pedagogy. Instructors should be not only open-minded to multilingual and nonnative students' struggles, but also be competent to teach and tutor, or even to learn in the process of teaching and tutoring so the teacher-student relationship is not hierarchical linguistically and ideologically. Also, broadening our pedagogies to engage in public issues (Holmes, 2016, p. 160) on a global level is significantly important in global capitalist hierarchies among the publics.

There are limitations in this research. First, the empirical research part of this study only collected data from one institution. Whereas some the instructors, administrators, and students were able to provide experience, background, and so on from other institutions they attended, worked, etc., the data collected is far from sufficient to explain the entire picture of curriculum design, textbooks, and pedagogies within the U.S. territory. Second, the qualitative data, although collected from key administrators and instructors that may have worked for other institutions, cannot represent a general condition of how transnational technical communication is taught in the U.S., especially when it comes to personal experience and training background. Third, because this study is designed to improve the curriculum design, textbooks, as well as pedagogies in the teaching transnational technical communication, the data collection is still in its process, and therefore open-ended to give an accurate picture of the instructional practices in order to draw attention not only to local practices but national and international attention to the

research questions.

For future research, I consider to conduct cross-institutional study on curriculum design, textbooks, and pedagogies. It will also be significant to conduct transnational collaboration and research on the teaching of transnational literacies. Developing pedagogies under the cosmopolitan umbrella to cultivate transnationally competent students and future leaders will also be tasks of transnational rhetorical scholars.

In the end, I want to mention that I have included my own syllabi and syllabi obtained from participants from the three institutions at this local university in Appendix B, which serve as pedagogical samples for discussion and applications of transnational rhetoric and communication.



## REFERENCES

- Abbinnett, R. (2003). *Culture and Identity: Critical Theories*. SAGE.
- Abasi, R. A. (2012). The Pedagogical Value of Intercultural Rhetoric: a Report from a Persian-as-a-Foreign-Language Classroom. *Journal of Second Language Writing* 21. 3:195-220.
- Agboka, Godwin. (2012). Liberating Intercultural Technical Communication from 'Large Culture' Ideologies: Constructing Culture Discursively. *Journal of Writing and Communication*, Vol. 42.2: 159-81.
- Agboka, G. (2013). Participatory localization: A social justice approach to navigating unenfranchised/disenfranchised sites. *Technical Communication Quarterly*, 22: 28-49.
- Agboka, G. (2014). Decolonial methodologies: Social justice perspectives in intercultural communication research. *Journal of Technical Writing and Communication*, 44: 297-327.
- Alfred, G. J. (2006). Bridging Cultures: the Academy and the Workplace. *Journal of Business Communication* 43. 2: 79-88.
- Althusser, L. (1971). Ideology and Ideological State Apparatuses. In L. Althusser (Ed.), *Lenin and Philosophy and other Essays*. New York: Monthly Review Press.
- Althusser, L. (2014). *On The Reproduction Of Capitalism: Ideology And Ideological State Apparatuses*. G.M. Goshgarian. (Trans.). London : Verso.,
- Anderson, B. (1983). *Imagined Communities: Reflections on the origins and spread of nationalism*. London: Verso.

- Anderson, D. (2003). Prosumer Approach to new media composition: Consumption and production in continuum. *Kairos*, 8 (1).
- Andrea A. Lunsford, Kirt H. Wilson, Rosa A. Eberly. (). The SAGE Handbook of Rhetorical Studies.
- Appadurai, A. & Breckenridge, C. (1988). Why public culture. *Public Culture* 1(1):5-9.
- Augustine of Hippo. (1998). City of God, in De Civitate Dei Libri XXII, A. Kalb (ed.), Leipzig: B.G. Teubner, 1929; and in The City of God against the Pagans, R.W. Dyson (ed. and trans.), Cambridge: Cambridge University Press
- Bakhtin. M.M. (1975). Questions of Literature and Aesthetics, (Russian) Moscow: Progress.
- . M.M. (1979). [The] Aesthetics of Verbal Art, (Russian) Moscow: Iskusstvo.
- . M.M. (1981). *The Dialogic Imagination: Four Essays*. Ed. Michael Holquist. Trans. Caryl Emerson and Michael Holquist. Austin and London: University of Texas Press.
- . (1993). Toward a Philosophy of the Act. Ed. Vadim Liapunov and Michael Holquist. Trans. Vadim Liapunov. Austin: University of Texas Press.
- Ball, C. & Kalmbach, J. (2010). *Raw (Reading and Writing) New Media*. New York: Hampton Press.
- Barker, T. & Matveeva, N. (2006). Teaching Intercultural Communication in a Technical Writing Service Course: Real Instructors' Practices and Suggestions for Textbook Selection. *Technical Communication Quarterly* 15. 2: 191-214.

- Barton, D. (2007). *Literacy: An Introduction to the Ecology of Written Language*. Hoboken, N.J.:Blackwell Publishing.
- Barton, D. & Hamilton, M. (1999). Local Literacies-Reading and Writing in One Community. *Applied Linguistics*. 10. 1: pp. 87-92.
- Barton, D., Hamilton, M., & Icanič, R.. (2000). (Eds.). *Situated Literacies: Reading and Writing in Context*. London and New York: Routledge.
- Bazerman, C. (2004). 'Intertextuality: How texts rely on other texts', in *What writing does and how it does it: An introduction to analyzing texts and textual practices*. Bazerman, CA. & Prior, P.. (Eds.) Mahwah, New Jersey: Lawrence Erlbaum Associates, pp: 83-97.
- Baudrillard, J. (1993). *Symbolic Exchange and Death*. Ian Hamilton Grant (trans.), London: Sage Publications.
- . (1983). *Simulations*. New York: Semiotext(e).
- . (1975). *The Mirror of Production*. St. Louis: Telos Press.
- Beamer, L. (1992). "Learning Intercultural Communication Competence." *The Journal of Business Communication*, 29. 3: 285-303.
- . (2000). "Finding a Way to Teach Cultural Dimensions." *Business Communication Quarterly* 63. 3: 111-18.
- Beitz, C. R. (1979). *Political Theory and International Relations*, Princeton: Princeton University Press.

- . (1983). Cosmopolitan Ideals and National Sentiment. *Journal of Philosophy*, 80: 591–600.
- Belay, G. (1996). The (re) construction and negotiation of cultural identities in the age of globalization. In: Mokros, H. B. (ed). *Interaction & identity*. Transaction Publishers, New Brunswick, pp 319–346.
- Ben-Rafael, E. & Sternberg, Y. with Liwerant, J. B. & gorny Y. (2009). *Transnationalism: Diasporas and the Advent of a New (Dis)order*. Boston: BRILL.
- Bennett, Milton J, ed. (1998). *Basic Concepts of Intercultural Communication*. Yarmouth: Intercultural Press.
- Bentham, J. (1962). *Principles of International Law*, in *The Works of Jeremy Bentham*, ed. John Bowring, vol. 2, New York: Russell & Russell.
- Bergere, C. (2012, January 19). “La Disparition du Monde Réel.” Documentary from “One comment [Blog post]. Retrieved from <https://engagingtactics.wordpress.com/2012/01/07/poetry/>
- Berlin, James. (1996). *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*. Urbana: NCTE.
- . (1987). *Rhetoric and Reality: Writing Instruction in the American Colleges, 1900-1985*. Carbondale: Southern Illinois University Press.
- . (1992). Poststructuralism, Cultural Studies, and the Composition Classroom. *Rhetoric Review* 11: 16-33.

- . (1994). Revisionary Histories of Rhetoric: Politics, Power, and Plurality. *Writing Histories of Rhetoric*, ed. Victor J. Vitanza. Carbondale: Southern Illinois UP. 112-127.
- . Composition Studies and Cultural Studies: Collapsing Boundaries. *Into the Field: Sites of Composition Studies*. Gere, A. R.. (Ed.). NY: MLA, 1993. 99-116.
- . (1991). Composition and Cultural Studies. *Composition and Resistance*. Hurlbert, C. M. & Blitz, M. (Eds.) Portsmouth, NH: Boynton/Cook.
- Bizell, P. and Herberg, B. (Eds.). (2001). *The Rhetorical Tradition: Readings from Classical Times to the Present*. Boston: Bedford/St. Martin's.
- Block, F. (1987). *Revising state theory: Essays in politics and postindustrialization*. Philadelphia: Temple University Press.
- Bloom, Allan. (1987). *The Closing of the American Mind*. New York: Simon & Schuster.
- Bohman, J. (2001). Cosmopolitan Republicanism. *The Monist*, 84: 3–22.
- . (2004). *Democracy across Borders: From Dêmos to Dêmoi*, Cambridge, MA: MIT Press.
- Bohman, J. & Lutz-Bachmann, M. (Eds.). (1997). *Perpetual Peace: Essays on Kant's Cosmopolitan Ideal*, Cambridge, MA: MIT Press.
- Brandt, Deborah. *Literacy in American Lives*. Cambridge: Cambridge UP, 2001. Print.

- Bokor, M. Jarvis K. (2011) "Connecting with the 'Other' in Technical Communication: World English and Ethos Transformation of U.S. Native English-Speaking Students." *Technical Communication Quarterly*, 20.2: 208-237.
- . (2011). Moving International Technical Communication Forward: A World Englishes Approach. *Journal of Technical Writing and Communication*, 41.2.: 113-38.
- Bosley, D. S. (1993). Cross-Cultural Collaboration: Whose Culture Is It, Anyway? *Technical Communication Quarterly* 2.1: 51-62.
- Bowen, Candace Perkins, and Susan Hathaway Tantillo. (2002). *NCTE/IRA Standards in Classroom Journalism Projects*. NCTE and JEA: Urbana, Illinois.
- Bray, Daniel. (2011). *Pragmatic Cosmopolitanism: Representation and Leadership in Transnational Democracy*. New York: Palgrave Macmillan.
- Bohorquez, Sergio. (2016). "Window of the World-Shenzhen/China."  
<https://youtu.be/4PCJhyCbkdE>.
- Bozalek, V. v., & Zembylas, M. m. (2016). Critical Posthumanism, New Materialisms and the Affective Turn for Socially Just Pedagogies in Higher Education. *South African Journal Of Higher Education*, 30(3), 193-200.
- Braidotti, R. (2013). *The Post Human*. Malden, MA: Polity.
- Brooks, Collin Gifford. (2009). *Lingua Franca: Towards a Rhetoric of New Media*. New Jersey: Hampton Press.

- Bruce, H. et al. (2009). Working English in Rhetoric and Composition: Global-local Contexts, Commitments, Consequences. Special Issue of JAC 29:1–2.
- Burke, Kenneth. (1960). *A Grammar of Motives*. Berkeley: University of California Press. Print.
- Canagarajah, S. (2006). The place of world Englishes in composition: Pluralization continued. *College Composition and Communication*, 57(4), 586–619.
- . (2007). The ecology of global English. *International Multilingual Research Journal*, 1(2), 89–100.
- . (2013a). *Translingual practices: Global Englishes and cosmopolitan relations*. New York: Routledge.
- . (2017). (Ed.) *The Routledge Handbook of Migration and Language*. New York: Routledge.
- Cárdenas, L. Diana. “Challenges and Rewards of Teaching Intercultural Communication in A Technical Writing Course: A Case Study.” *Journal of Technical Writing and Communication* 42. 2. (2012): 143-58. Web. 13 Feb. 2012.
- Chaney, E. (1979). The world economy and contemporary migration. *International Migration Review* 13: 204-212.
- Cheong, P. H., Martin, J. N., & L. MacFadyen, L. (Eds.). (2012). *New media and intercultural communication: Identity, community and politics*. New York, NY: Peter Lang.
- Cloots, A. (1980). *Oeuvres*. München: Kraus Reprint.

Clough, Patricia. (Ed.). (2007). *The affective turn: Theorizing the social*. Durham and London: Duke University Press.

Conklin, James, and Hayhoe, F. George. *Qualitative Research in Technical Communication*. New York and London: Routledge, 2011. Print.

Collier, M. J. (1988). A comparison of conversations among and between domestic culture groups: How intra- and intercultural competencies vary. *Communication Quarterly*, 36:122–144.

— (1998). Researching cultural identity: Reconciling interpretive and post-colonial perspectives. In D. V. Tanno & A. Gonzales (Eds.), *Communication and identity across cultures*, *International and Intercultural Communication Annual* (Vol. 21, pp. 122–147). Thousand Oaks, CA: SAGE.

—. (2000). Reconstructing cultural diversity in global relationship: Negotiating the borderlands. In G. M. Chen and W. J. Starosta (Eds.), *Communication and global society* (pp. 215–236). New York, NY: Peter Lang.

—. (2005). Theorizing cultural identifications: Critical updates and continuing evolution. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 235–256). Thousand Oaks, CA: SAGE.

—. (2009). Negotiating intercommunity and community group identity positions: Summary discourses from two Northern Ireland intercommunity groups. *Negotiation and Conflict Management Research*, 2(3), 285–306.



- Collier, M. J., & Thomas, M. (1988). Identity in intercultural communication: An interpretive perspective. In Y. Y. Kim & W. B. Gudykunst (Eds.), *Theories of intercultural communication, International and Intercultural Communication Annual* (Vol. 12, pp. 99–120). Newbury Park, CA: SAGE.
- Connor, Ulla. “Intercultural Rhetoric Research: Beyond Texts.” *Journal of English for Academic Purposes* 3 (2004): 291-304. Print.
- Corbin, Carol. “Bridging Rhetoric and Cultural Studies: Michael Calvin McGee: 1943-2002.” *Topia* 9 (2003): 97-99. Web. 13 Feb. 2012.
- , ed. *Rhetoric in Postmodern America: Conversations with Michael Calvin McGee*. New York: Guilford, 1998. Print.
- Cushman, Ellen. (1996). The Rhetorician as an Agent of Social Change. *CCC* 47.1: 7-28.
- Cynics. (1925). *Fragments and Testimony*. in G. Giannantoni, *Socratis et Socraticorum Reliquiae*, vol. 2, Naples: Bibliopolis, 1990; and in Diogenes Laertius, *Lives of the Eminent Philosophers*, R.D. Hicks (trans.), vol. 2, (Loeb Classical Library), Harvard: Harvard University Press, pp: 3–109.
- De Certeau, Michael. *The Practice of Everyday Life*. Translated by Steven Rendall. University of California Press. 1984.
- Derrida, Jacques. *Writing And Difference / Jacques Derrida ; Translated, With An Introd. And Additional Notes By Alan Bass*. n.p.: Chicago : University of Chicago Press, 1978., 1978. GEORGIA STATE UNIV's Catalog. Web. 5 May 2015.

DeVoss, Dànielle, Jasken, Julia, and Hayden, Dawn. "Teaching Intracultural and Intercultural Communication: A Critique and Suggested Method." *Journal of Business and technical Communication* 16. 1 (2002): 69-94.

Derrida, Jacques. (2001). *On Cosmopolitanism and Forgiveness*. Mark D. & Michael H. (Trans.). London: Routledge.

—. (1997). *Politics of Friendship*. George C. (Trans.). London: Verso.

—. (1982). *Of Spirit: Heidegger and the Question*. Alan B. (Trans.). New York: Harvester Wheatsheaf.

—. (1990). *Writing and Difference*. Alan B. (Trans.). London: Routledge.

—. (1994). Of the humanities and the philosophical discipline: the right of philosophy from the cosmopolitical point of view (the example of an international institution). *Surface*, 4(1).

Descartes, R. (1977). *René Descartes: The Essential Writings*. John J. B. (Trans.) Foreword By Paul O. K.: New York: Harper & Row.

Devok, J. et al. (1994). Journalism Kids Do Better: What research Tells Us about High School Journalism. *ERIC Clearinghouse on Reading, E. I., & And, O.*

Dewey, J. (1938). *Experience and Education*. New York: The Macmillan Company.

Dewey, J. & Tufts, J. (1908). *Ethics*. New York: H. Holt and Co.

- Dingo, R. A. (2012). *Networking arguments: Rhetoric, transnational feminism, and public policy writing*. Pittsburgh, PA: University of Pittsburgh Press.
- . (2013). Networking the macro and micro: Towards transnational literacy practices. *JAC*, 33(3–4), 529–552. and civic engagement.
- Ding, H. and Savage, G. Guest. (2013). Editors' Introduction: New Directions in Intercultural Professional Communication. *Technical Communication Quarterly*, 22: 1-9.
- . (2010). Technical Communication Instruction in China: Localized Programs and Alternative Models. *Technical Communication Quarterly*, 19.3: 300-17.
- Eyman, D. (2015). *Digital Rhetoric: Theory, Method, Practice*. University of Michigan Press.
- Drisko, J. and Maschi, T. (2016). *Content Analysis*. Oxford: Oxford University Press.
- Eberly, R. A., Wilson, K. H., & Lunsford, A. A. (2009). *The SAGE Handbook of Rhetorical Studies*. Los Angeles: SAGE Publications, Inc.
- Eble, M., & Gaillet, L. (2004). Educating “community intellectuals”: Rhetoric, moral philosophy, *Technical Communication Quarterly*, 13, 341-354.
- Ensio, T. C., & Boxeth, K. R. 2000. The Effects of Publishing on Student Attitude toward Writing. ERIC Research Report: University of Virginia.
- Erasmus, D. (1986). A Complaint of Peace Spurned and Rejected by the Whole World, B. Radice (trans.), in *Works*, vol. 27, Toronto: University of Toronto Press, pp. 289–322

- Erasmus, D. & Knox, V. (1813). *The complaint of peace: to which is added, Antipolemus, or, The plea of reason, religion, and humanity, against war*. Boston: Charles Williams; and Burlington, New Jersey: D. Allinson, 1813.
- Erasmus, D. (1917). *The Complaint of Peace, Translated from the Querela Pacis (A.D. 1521)*. Chicago and London: The Open Court Publishing Co.
- Farr, M. (1994.) *En los dos idiomas: Literacy practices among mexicano families in Chicago*. In B. Moss (Ed.), *Literacy across communities*. Cresskill, NJ: Hampton Press.
- Fine, R. (2007). *Cosmopolitanism*. Routledge Taylor & Francis Group.
- Flammia, M. (2005). Preparing technical Communication Students to Play a Role on the Translation Team. *IEEE Transactions on Professional Communication*, 48. 4: 401-12.
- Fleckenstein, Kristie S. *Vision, Rhetoric, and Social Action in the Composition Classroom*. Carbondale: Southern Illinois University Press, 2010. Print.
- Flower, Linda. (2003). "Talking across Difference: Intercultural Rhetoric and the Search for Situated Knowledge Author(s)." *College Composition and Communication*, 55. 1: 38-68.
- Flower, L., Long, E. & Higgins, L. (Eds.). (2000). *Learning to Rival: A Literate Practice for Intercultural Inquiry*. New York and London: Routledge.
- Foucault, M. (1979). *Discipline and Punish: the Birth of a Prison*. Trans. Sheridan Smith, A. M.. New York: Vintage/Random House

—. (1972). *The Archaeology of Knowledge*. Trans. Sheridan Smith, A. M.. New York: Harper Colophon.

—. (1986). *Power/Knowledge*. Gordon, C. (Ed.). Brighton: Harvester Press.

Fougeret de Montbron, *Le Cosmopolite ou le Citoyen du Monde*, Paris: Ducros, 1970; originally London, 1750. Print.

Foss, S. K. et al. (1985). *Contemporary Perspectives on Rhetoric*. Prospect Heights: Waveland Press.

Frye, Northrop. (1957). *Anatomy of Criticism: Four essays*. Princeton: Princeton University Press.

Frazier, E. F. (1957). *The Negro in the United States*. New York: MacMillan. (revised edition)

Fried, Morton. (1975). *The notion of tribe*. Menlo Park, CA: Cummings Publications.

Gaillet, Lewis Lynée, and Bryan Horner, Winifred, eds. *The Present State of Scholarship in Historical Rhetoric: A Twenty-First Century Guide*. Columbia: University of Missouri, 2010. Print.

Gee, J. P. & Hayes. R. E. (2011). *Language and Learning in the Digital Age*. London: Routledge.

Gilbert, P. (2010). *Cultural Identity and Political Ethics*. Edinburgh: Edinburgh University Press.

Glazer, N. & P. M. (1963). *Beyond the melting pot*. Cambridge, MA: MIT Press.

- Graff, P. (2003). Standards in the Journalism Classroom. State of Scholastic Journalism: Principal's Guide to Scholastic Journalism. Quill and Scroll Foundation: University of Iowa.
- Grotius, Hugo. (1925). The Law of War and Peace. De Iure Belli ac Paci Libri Tres, F.W. Kelsey (trans.), New York: Bobbs-Merrill.
- Goby, V. P. (2007). Business Communication Needs: a Multicultural Perspective. *Journal of Business and Technical Communication* 21. 4: 425-37.
- Goody, J., and Watt, I. P. (1988). The consequences of literacy. In Kintgen, E., Kroll, B. M. & M. Rose (Eds.), *Perspectives on literacy*, pp. 3-27. Carbondale: Southern Illinois University Press (Original work published in 1963).
- Greeley, A. (1971). The rediscovery of cultural pluralism. *The Antioch Review* 31:343-367.
- Greenberg, S. (1980). Race and state in capitalist development: Comparative perspectives. New Haven, CT: Yale University Press.
- Gu, B. (2009). *From Oracle Bones to Computers: the Emergence of Writing Technologies in China*. West Lafayette: Parlor Press.
- Gu, B. & Pullman, G. (Eds.). (2008). *Content Management: Implications for Technical Communicators (Special Issue for Technical Communication Quarterly, 17, 1)*.
- Gu, B. et al. (Eds. & Trans.) (1998). Contemporary Western Rhetoric: Critical Methods and Paradigms. Beijing, China: China Social Sciences Academy Press.

Gu, B. et al. (Eds. & Trans.) (1998). *Contemporary Western Rhetoric: Speech and Discourse Criticism*. Beijing, China: China Social Sciences Academy Press.

Habermas, Jürgen (1979) *Communication and the Evolution of Society*. Beacon Press.

—. (1984). *The Theory of Communicative Action*. 2 vols. Translated by Thomas McCarthy. Cambridge: Polity.

Hall, Edward T. (1976). *Beyond Culture*. New York: Doubleday.

—. (1983). *The Dance of Life: the Other Dimension of Time*. Toronto: Anchor Books.

—. (1981). *The Silent Language*. New York: Doubleday.

Hall, S. (1988). The toad in the garden: Thatcherism among the theorists. In *Marxism and the interpretation of culture*. Urbana: University of Illinois Press. pp. 35-57.

Hamilton, M. (2012). *Literacies: Literacy and the Politics of Representation*. Florence, GB: Routledge. ProQuest ebrary.

Hampden-Turner, C. M., and Trompenaars, F. (2000). *Building Cross-Cultural Competence*. New York: Wiley

Hannerz, U. (1989). Scenarios for peripheral cultures. Paper presented at the symposium on Culture, Globalization and the World System, University of Stockholm, Sweden.

Harker, M. (2016). *The Lure of Literacy: A Critical Reception of the Compulsory Composition Debate*. New York: SUNY.

Heath, S. B. (1983). *Ways with words, language, life, and work in communities and classrooms*.  
Cambridge: Cambridge University Press.

Hegewisch, D. H. (1801). *Historische und litterarische Aufsätze*, Kiel: Neue akademische  
Buchhandlung.

Hooker, John. *Working across Cultures*. Stanford: Stanford University Press, 2003. Print.

Horner, Bruce, and Lu, Min-Zhan. "Resisting Monolingualism in English: Reading and Writing  
the Politics of Language." *Rethinking English in the Classroom*. Ed. Viv Ellis, Carol Fox,  
and Brian Street. London: Continuum, 2007. 141-57.

Horner, Bruce, Lu, Minzhan, and Matsuda, Paul Kei. Eds. *Cross-Language Relations in  
Composition College English Special Issue*. *College English* 68 (2006).

Hofstede, G. (1997). *Cultures and organizations: Software of the Mind*. New York: McGrawHill.

—. (2011). *Dimensionalizing Cultures: The Hofstede Model in Context*. *Online Readings in  
Psychology and Culture*, 2(1).

Hofstede, G., Jan, G. & Minkov, M. (2005). *Cultures and Organizations, Software of the Mind*.  
New York: McGraw Hill.

House, Robert. J, Hanges, Paul J, Javidan, Mansour, Dorfman, Peter W., and Gupta, Vipin, eds.  
*Culture, Leadership, and Organizations: The Globe Study of 62 Societies*. Newbury Park:  
Sage Publications.



- Hunsinger, R. P. (2006). Culture and Cultural Identity in Intercultural Technical Communication. *Technical Communication Quarterly*, 15.1: 31-48.
- Hollins, E. R. (1996). *Culture in School Learning: Revealing the Deep Meaning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Holmes, A. J. (2016). *Public pedagogy in composition studies*. Urbana, IL: National Council of Teachers of English.
- Hooft, S. van. (2009). *Cosmopolitanism: A Philosophy for Global Ethics*. Durham: Acumen.
- Hopson, M. C. et al. (2012). Meeting in the Middle: Fred L. Casmir's Contributions to the Field of Intercultural Communication. *International Journal of Intercultural Relations* 36: 789-97.
- Honer, B. & Lu, Mingzhan. (2011). Language Difference in Writing: Toward a Translingual Approach. *College English*, 73(3): 303-321.
- Horner, Bruce, and Lu, Min-Zhan. (2007). "Resisting Monolingualism in English: Reading and Writing the Politics of Language." *Rethinking English in the Classroom*. Ed. Viv Ellis, Carol Fox, and Brian Street. London: Continuum: 141-57.
- Horner, Bruce, Lu, minzhan, and Matsuda, Paul Kei. Eds. (2006). *Cross-Language Relations in Composition College English Special Issue*. *College English* 68.
- Horner, B., Lu, M.-Z., Royster, J., & Trimbur, J. (2011). Language difference in writing: Toward a translingual approach. *College English*, 73(3), 303–321.

- Hunsinger, R. Peter. (2006). "Culture and Cultural Identity in Intercultural Technical Communication." *Technical Communication Quarterly* 15.1: 31-48.
- Hassan, I. (1977). "Prometheus as Performer: Toward a Postmodern Culture?" In Michel Benamou & Charles Caramello. *Performance in Postmodern Culture*. Madison, Wisconsin: Coda Press.
- Hayles, N. K. (1999). *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. University of Chicago Press.
- IEEE Strategic Plan. Retrieved from [https://www.ieee.org/about/ieee\\_strategic\\_plan.html](https://www.ieee.org/about/ieee_strategic_plan.html).
- Jameson, F. (1981). *The Political Unconscious: Narrative as a Socially Symbolic Act*. Ithaca, New York: Cornell University Press.
- . (1991). *Postmodernism, Or, the Cultural Logic of Late Capitalism, Post-Contemporary Interventions*. Durham: Duke University Press.
- Jameson, Frederic. (1992). "Postmodernism and Consumer Society," from Brooker, Peter, Ed. *Modernism/Postmodernism*. New York: Longman.
- Johnson-Eilola, J. & Selber, S. A. (2004). *Central Works in Technical Communication*. New York: Oxford University Press.
- Kant, Immanuel. (2006). *Toward Perpetual Peace and Other Writings on Politics, Peace, and History*, with essays by J. Waldron, M.W. Doyle, and A. Wood, P. Kleingeld (ed.), D. L. Colclasure (trans.), New Haven: Yale University Press.

- Kaplan, R. B. (1966). Cultural thought patterns in inter-cultural education. *Language learning*, 16(1-2), 1-20.
- Keleher, D. M. (2013). *Mixed Classes, Mixed Pedagogies: A Study of Intercultural Collaborative Learning in a College Developmental Writing Course*. Diss. Georgia State University
- Kemp, P. (2010). *Citizen of the World: The Cosmopolitan Ideal for the Twenty-First Century*. Dees. R. L. (Trans.). Hastings: Humanity Books.
- Keller, Douglas, "Cultural Studies, Multiculturalism, and Media Culture," in Dines & Humez (2015). *Gender, race, and class in media: a critical reader*. Los Angeles: SAGE.
- Kleingeld, P. and Brown, E. (2014). "Cosmopolitanism", *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/fall2014/entries/cosmopolitanism/>.
- Kristiva, Julia (1977). "Word, Dialogue, and Novel". *Desire in languages: A Semiotic Approach to Literature and Art*. Ed. Leon S. Roudiez. Trans. Thomas Gora et al. New York: Columbia U. P. 64-91.
- Kubota, R. (2001). Teaching World Englishes to Native Speakers of English in the USA. *World Englishes*, 20: 47-64.
- Kymlicka, Will (2001) "From Enlightenment Cosmopolitanism to Liberal Nationalism." In *Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship*, by Will Kymlicka, 203-221(19). Oxford: Oxford University Press.

Lee, E. (2011). Globalization, Pedagogical Imagination, and Transnational Literacy. *CLCWeb: Comparative Literature and Culture* 13. 1: pp. 1-12.

Levinson, P. (2013). *New Media*. Boston: Pearson.

Li, X. (1995). *Good Writing in Cross-Cultural Context*. Albany: State University of New York Press.

Lovitt, G. R. & Goswami, D. (1999). *Exploring the Rhetoric of International Professional Communication*. Albany: Baywood.

Lopez, E. S. & Nagelhout, E. (1995). Building a Model for Distance Collaboration in the Computer-Assisted Business Communication Classroom. *Business Communication Quarterly* 58. 2: 15-20.

Lu, Xing. (2012). A Burkean Analysis of China Is Not Happy: a Rhetoric of Nationalism. *Chinese Journal of Communication* 5. 2: 194-209.

Lyon, A. (2004). "Confucian Silence and Remonstrance: A Basis for Deliberation?" *Rhetoric Before and Beyond the Greeks*. Ed. Carol S. Lipson and Roberta A. Binkley. Albany: SUNY P, 131-45.

Mao, L. (2013). "Beyond Bias, Binary, and Border: Mapping out the Future of Comparative Rhetoric." *Rhetoric Society Quarterly* 43.3: pp. 209-25.

Mao, L. (ed.) (2013). *Comparative Rhetoric*. Special issue of *Rhetoric Society Quarterly* 43.3: pp. 209-309.

- Mao, L. (2013). "Writing the Other into Histories of Rhetoric: Theorizing the Art of Recontextualization." *Re/Theorizing Writing Histories of Rhetoric*: pp.41–57. Michelle Ballif. (Ed.). Carbondale: Southern Illinois UP. .
- Mao, L. et al. (2015). Manifesting a Future for Comparative Rhetoric. *Rhetoric Review* 34. 2: pp. 239-274.
- Maylath, Bruce. (1997). Writing Globally: Teaching the Technical Writing Student to Prepare Documents for Translation. *Journal of Business and Technical Communication* 11: 339-52.
- McCarty, S. (2007). Theorizing and Realizing the Global Classroom. In Edmunson, A. (Ed.), *Globalized E-Learning Cultural Challenge* (pp. 90-115). Hershey: IGI Global.
- . (2011). From 'Ideological Enemies' to 'Strategic Partners': a Rhetorical Analysis of US-China Relations in Intercultural Contexts. *The Howard Journal of Communications* 22: 336-57.
- . (2006). Studies and Development of Comparative Rhetoric in the U.S.A.: Chinese and Western Rhetoric in Focus." *China Media Research*, 2.2: 112-16.
- Marx, K. (1994). *Early Political Writings*. O'Malley, J. and Davis, R.A. (Eds. & Trans.), Cambridge: Cambridge University Press.
- Matsuda, Aya, Matsuda, Paul Kei. (2011). "Globalizing Writing Studies: The Case of US Technical Communication Textbooks". *Written Communication* 28. 2: 172-192. Web. 13 Feb. 2012.

- Mattelart, A. (2003). *The Information Society: An Introduction/Histoire de la société de l'information*. Taponier, G. & Cohen, J. (Trans.) London, Thousand Oaks, and New Delhi: SAGE Publications.
- Matveeva, N. (2011). Review of *Culture, Communication and Cyberspace: Rethinking Technical Communication for International Online Environments*, eds. Kirk St. Amant and Filipp Sapienza. *IEEE Transactions on Professional Communication* 54.4: 406-407.
- Matveeva, N., and T. Barker, (2006). Teaching Intercultural Communication in a Technical Writing Service Course: Real Instructors' Practices and Suggestions for Textbook Selection, *Technical Communication Quarterly*, 15:1.
- Matveeva, N., Paralogic Hermeneutics: An Alternative Approach to Teaching Intercultural Communication in a Technical Writing Course, *Proceedings of the IEEE International Professional Communication Conference University of Limerick, Ireland, July 2005*.
- . (2008). "Teaching Intercultural Communication in a Basic Technical Writing Course: a Survey of Our Current Practices and Methods." *Journal of Technical Writing and Communication* 38.4: 387-410.
- . (2007). "The Intercultural Component in Textbooks for Teaching a Technical Writing Service Course." *Journal of Technical Writing and Communication* 37.2: 151-166.
- McCarty, S. (2007). "Theorizing and Realizing the Global Classroom." In Edmunson, A. (Ed.), *Globalized E-Learning Cultural Challenge* (pp. 90-115). Hershey: IGI Global.

—. (2006). "Studies and Development of Comparative Rhetoric in the U.S.A.: Chinese and Western Rhetoric in Focus." *China Media Research*, 2. 2: 112-16. Web. 13 Feb.

McGee, Michael Calvin. (1980). "'The Ideograph': a Link Between Rhetoric and Ideology." *Quarterly Journal of Speech* 66: 1-17. Web. 13 Feb. 2012.

—. (1990). "Text, Context, and the Fragmentation of Contemporary Culture." *Western Journal of Speech Communication* 54: 274-89.

McLuhan, M. (1994). *Understanding Media: The Extensions Of Man*. Cambridge, Mass.: MIT Press.

Miah, A. (2008). *A Critical History of Posthumanism*. In Gordijn, B. & Chadwick R. (Eds.). *Medical Enhancement and Posthumanity*. (2008). Springer: pp.71-94.

Miles, L. (1997). *Globalizing Professional Writing Curricula: Positioning Students and Repositioning Textbooks*. *Technical Communication Quarterly* 6.2: 179-200.

Miller, S. (2009). *The Norton Book of Composition Studies*. New York: W. W. Norton & Company, Inc.

Moellendorf, D. & Widdows, H. (2014). *The Routledge Handbook of Global Ethics* (Eds.). New York: Routledge.

Nash, J. & Fernandez, M. P. (1983). *Women, men and the international division of labor*. Albany: State University of New York Press.

- Narker, T. & Matveeva, N. (2006). Teaching Intercultural Communication in a Technical Writing Service Course: Real Instructors' Practices and Suggestions for Textbook Selection. *Technical Communication Quarterly* 15:191-214.
- Nayar, P. (2014). *Posthumanism*. Cambridge, UK: Polity.
- Nussbaum, M. C. (1994). "Patriotism and Cosmopolitanism." *Boston Review* 19(5).
- Ong, W. J. (1982). *Orality And Literacy: The Technologizing Of The Word*. New York: Methuen.
- Ornatowski, C. M. & Bekins, L. K. (2004). What's civic about technical communication? Technical communication and the rhetoric of —community. *Technical Communication Quarterly*, 13, 251-269.
- Papastergiadis, Nikos. (2012). *Cosmopolitanism and Culture*. Cambridge: Polity Press.
- The Plain Language Action and Information Network (PLAIN). Retrieved from <http://www.plainlanguage.gov/index.cfm>.
- Plato, & Zeyl, D. J. (1987). *Gorgias*. Indianapolis: Hackett Pub. Co., c1987.
- Plato. (1997). Various dialogues. In Burnet, J. (ed.). *Platonis Opera Omnia*. Oxford: Clarendon Press, 1900–1907.
- Plato, & Helm, J. J. (1981). *Apology*. Chicago: Bolchazy-Carducci, c1981.
- Plato. (1997). *Complete Works*. Cooper, J. M. (ed.). Indianapolis: Hackett.



- Preston P. W. (1997) *Political/cultural identity: citizens and nations in a global era*. Sage Publications, London- New Delhi-Thousand Oaks.
- Pogge, Thomas W. (1992). "Cosmopolitanism and Sovereignty," *Ethics*, 103: 48–75.
- . (1989). *Realizing Rawls*, Ithaca: Cornell University Press.
- . (Ed.). (2001). *Global Justice*. Oxford: Blackwell.
- Portes, A. & John W. (1981). *Labor, class, and the international system*. New York: Academic Press.
- Pufendorf, S. 1995. *De iure naturae et gentium libri octo*, W. Simons (ed.), Buffalo: Hein.
- Pullman, George. (2016). *Writing Online: Rhetoric for the Digital Age*. Indianapolis: Hackett Publishing.
- . (2015). *A Rulebook for Decision Making*. Indianapolis: Hackett Publishing.
- . (2013). *Persuasion: History, theory, Practice*. Indianapolis: Hackett Publishing.
- Rice, J. and O’Gorman, M. (2008). *New Media/New Methods: The Academic Turn from Literacy to Electracy*. West Lafayette: Parlor Press.
- Richman, K. (1987). *They will remember me in the house: The song-pwen of Haitian cassette-discourse*. Paper delivered at the meetings of the American Anthropological Association, Chicago, IL.

- Rousseau, Jean-Jacques. (1997). *The Social Contract and Other Later Political Writings*, V. Gourevitch (ed. and trans.), Cambridge: Cambridge University Press.
- Rouse, R. (1988). Mexican migration and the social space of postmodernism. Center for US. Mexican Studies. University of California, San Diego.
- . (1989). Mexican migration to the United States; Family relations in the development of a transnational migrant circuit. Ph.D. dissertation, Stanford University, Stanford, CA.
- Rowell, J. & Pahl, K. (2015). *The Routledge Handbook of Literacy Studies*. New York: Routledge.
- Rozycki, W. V., Nagelhout, E., & Connor, U. (2008). Contrastive rhetoric: reaching to intercultural rhetoric. Amsterdam: Philadelphia: John Benjamins Pub.
- Said, Edward. (1977). *Orientalism*. London: Penguin.
- Sartre, Jean-Paul. (2001). Colonialism and Neocolonialism. Trans. Haddour, A., Brewer, S., & McWilliams, T.. New York: Routledge.
- Schiller, N. G., Basch, L., & Blanc-Szanton, Cristina. (1992). Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered. *Annals of the New York Academy of Sciences*, 645:1–24
- Scollon, R. & Scollon, S. W. (1995). *Intercultural Communication: a Discourse Approach*. Malden: Blackwell.

- Selfe, C. L. (2007). *Multimodal Composition: Resources For Teachers* / Editor, Cynthia L. Selfe. n.p.: Cresskill, N.J. : Hampton Press.
- Selyukh, A. (2016). After Brexit Vote, Britain Asks Google: ‘What Is The EU’.  
<http://www.npr.org/sections/alltechconsidered/2016/06/24/480949383/britains-google-searches-for-what-is-the-eu-spike-after-brexit-vote>.
- Shen, F. (1989). The Classroom and the Wider Culture: Identity as a Key to Learning English Composition (Staffroom Interchange). *College Composition and Communication*, 40,4: 459-66.
- Skrbiš, Z. & Woodward, I. (2013). *Cosmopolitanism: Use of the Idea*. London: SAGE Publications Inc.
- St. Amant, Kirk. (2002) “Integrating Intercultural Online Learning Experiences into the Computer Classroom.” *Technical Communication Quarterly* 11. 3: 289-315.
- Stearns, P. N. et al. (2005). *World Civilizations: The Global Experience*, Ap Edition. Upper Saddle River, NJ: Prentice Hall College Div.
- Strarke-Meyerring, D. et al. (2007). Global Partnerships: Positioning Technical Communication programs in the Context of Globalization. *Technical Communication Quarterly* 16. 2: 139-174.
- Sullivan, P. & Porter. J. (1997). *Opening Spaces: Writing Technologies and Critical Research Practices*. Santa Barbara: Praeger.

Sullivan, Patricia; Spilka, Rachel. (1992). Qualitative Research in Technical Communication: Issues of Value, Identity, and Use. *Technical Communication*, 39,4: 592-606.

Sutton, C. (1987). The Caribbeanization of New York City and the emergence of a trans-national socio-cultural system. In *Caribbean life in New York City: Socio-cultural dimensions*. Constance S. & Elsa C. (Eds.) New York: Center for Migration Studies. pp. 25-29.

Sobré-Denton, M. (2013). *Cultivating cosmopolitanism for intercultural communication: communicating as global citizens*. New York: Routledge, 2013.

*Stanford encyclopedia of philosophy*. (1997). [Stanford, Calif.]: Stanford University, ©1997-.

Sternberg, Y., & Ben-Rafael, E. (2009). *Transnationalism: Diasporas and the Advent of a New (dis)order*. Boston: Brill NV.

Stoics. *Fragments and Testimony* (1997). In *Stoicorum Veterum Fragmenta*, H. von Arnim (ed., vols. 1–3) and M. Adler (ed., vol. 4), 4 vols., Leipzig: Teubner, 1903–1905 and 1924; and in *The Hellenistic Philosophers, Volume One: Translations of the Principal Sources, with Philosophical Commentary*. (1987). Long, A.A. and Sedley, D.N. (Eds. and Trans.), Cambridge: Cambridge University Press; and in *Hellenistic Philosophy: Introductory Readings*, 2nd ed., Brad Inwood and L.P. Gerson (eds. and trans.), Indianapolis: Hackett.

Tagore, R. (2005). *The Home and the World*. London: Penguin Classics.

- Thatcher, Barry, and St. Amant, Kirk. (2011). *Teaching Intercultural Rhetoric and Technical Communication: Theories, Curriculum, Pedagogies and Practices*. New York: Baywood.
- . “Rhetorics and Communication Media across Cultures.” *Journal of English for Academic Purposes* 3 (2004): 305-20. Web. 17 January 2013.
- . *Intercultural Rhetoric and Professional Communication: Technological Advances and Organizational Behavior*. Hershey: Information Science Reference, 2012. Print.
- . (2010). *Understanding Digital Literacy across Cultures*. In (eds.) Spilka, Rachel. *Anthology of Digital Literacy for Technical Communication: 21st Century Theory and Practice*. New York: Routledge Press.
- . (2010). “Reading and Writing New Media across Cultures: Issues of Fit, Reciprocity, and Cultural Change.” In (eds.) Kalmbach, Jim and Ball, Cheryl, Raw (Reading and Writing) *New Media*. New York: Hampton Press.
- Trompenaars, A. & Hampden-Turner, C. (1998). *Riding The Waves Of Culture: Understanding Cultural Diversity In Global Business*/Fons Trompenaars And Charles Hampden-Turner. n.p.: New York : McGraw Hill.
- Thrush, E. A. (1993). *Bridging the Gaps: Technical Communication in an International and Multicultural Society*. *Technical Communication Quarterly* 2.3: 271-283.
- Thrush, E. A. & Thevenot Angela. (2011). *Globalizing the technical communications classroom: killing two birds with one stone*. In Thatcher, B. & St. A. Kirk. (Eds.), *Teaching*

Intercultural Rhetoric and Technical Communication: Theories, Curriculum, Pedagogies, and Practices (pp. 65-86). Amityville, N.Y.: Baywood Publishing Company.

United Nations. (2015). *Universal Declaration of Human Rights*. Retrieved from [http://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

Wakeman, F. J. (1988). Transnational and comparative research. *Items* 42(4):85-88.

Waldron, J. (1992). "Minority Cultures and the Cosmopolitan Alternative," *University of Michigan Journal of Law Reform*, 25: 751-93.

Walton, R. (2013). Civic engagement, information technology, & global contexts. *Connexions. An International Professional Communication Journal*, 1, 147-154.

Walton, R., & Jones, N. N. (2013). Navigating increasingly cross-cultural, cross-disciplinary, and cross-organizational contexts to support social justice. *Communication Design Quarterly*, 1: 31-35.

Walters, S. (2010). Toward an Accessible Pedagogy: Dis/ability, Multimodality, and Universal Design in the Technical Communication Classroom. *Technical Communication Quarterly*, 19.4: 427-54.

Walsh, Lynda. "Accountability: Towards a Definition of Hybridity for Scholars of Transnational Rhetorics." *A Journal of the History of Rhetoric*, 30: 4 (2012): 392-431.

Wan, A. J. (2014). *Producing good citizens: Literacy training in anxious times*. Pittsburgh, PA: University of Pittsburgh Press.

- Wang, B. (2013). Comparative Rhetoric, Postcolonial Studies, and Transnational Feminisms: A Geopolitical Approach. *Rhetoric Society Quarterly* 43.3: pp. 226–42.
- Wanzer, D. A. (2012). “Delinking Rhetoric, or Revisiting McGee’s Fragmentation Thesis Through Decoloniality. *Rhetoric & Public Affairs*, 15:4: 647-58.
- Weiss, E. H. (1998). “Technical Communication across Cultures: Five Philosophical Questions.” *Journal of Business and Technical Communication* 12: 253-69.
- Weiss, T. (1993). The Gods Must Be Crazy: The Challenge of the Intercultural. *Journal of Business and Technical Communication* 7. 2: 196-217.
- Weedon, Chris. (2004). *Identity and Culture: Narratives of Difference and Belonging*. Open University Press, Bodmin, Cornwall.
- Williams, B. T. (2003). Speak for Yourself? Power and Hybridity in the Cross-Cultural Classroom. *College Composition and Communication* 54 (4): 586-609.
- Williams, R. (1983). *Cultural and Society*. New York: Columbia University Press.
- Yan, C. 2011. “If You Build It, They Will Come: Chinese Town Gets Hollywood Makeover.” <https://www.wsj.com/articles/SB10001424052748704322804576302901606181530>.
- You, X. (2010). *Writing in the Devil’s Tongue: A History of English Composition in China*. Carbondale: Southern Illinois UP.
- . (2016). *Cosmopolitan English & transliteracy*. Carbondale: Southern Illinois University Press.

Yu, Han. (2012). Intercultural Competence in Technical Communication: a Working Definition and Review of Assessment Methods. *Technical Communication Quarterly* 21: 168-86.



## APPENDICES

### Appendix A. Survey Questionnaire “Preparing Education for World Citizens”

Informed Consent Informed Consent has to be signed in person at Xiaobo’s office unless you do not have an electronic signature. Otherwise, it’ll be attached in the email or sent to you once you agree to participate in the survey. Please feel free to contact Xiaobo/Belle for details: bwang8@gsu.edu. Deadline to submit this survey is June 15, 2017. Thanks!

Q1 Do you agree to participate in this study?

- ☐ Yes (1)
- ☐ No (2)

Q2 Are you at least 18 years of age or older?

- ☐ Yes (1)
- ☐ No (2)

Q3 Have you taken technical and professional communication classes (intercultural, multicultural, language, translation, business writing/communication, technical writing/communication, global communication, and/or other classes relevant to technical communication all counts) at this university or other U.S. institutions?

- ☐ Yes (1)
- ☐ No (2)

Q4 Have you taken more than one technical and professional communication classes in the last three years at this university and/or within the United States’ territory?

- ☐ Yes (1)
- ☐ No (2)

Q5 What course(s) in technical and professional field do/did you take (Business Communication, Technical Writing, Business Writing, Academic Writing, ESL, EFL, Language Course: Spanish, Chinese, etc.)?

- ☐ Business Communication (1)
- ☐ Global Rhetorics (2)
- ☐ Business Writing (3)
- ☐ Technical Communication (4)
- ☐ Technical Writing (5)
- ☐ Language Course (6)
- ☐ ESL/EFL (7)
- ☐ International Communication (8)
- ☐ Other (9) \_\_\_\_\_

Q6 What is/are the level(s) of these courses (undergraduate/graduate, etc.)

- ☐ Graduate Elective (1)
- ☐ Required Graduate Course (2)
- ☐ Required undergraduate Course (3)
- ☐ Undergraduate Elective (4)
- ☐ In order to earn certificate (5)
- ☐ Course took abroad (study abroad, training, etc.) (6)
- ☐ Other (7) \_\_\_\_\_

Q7 What are the student populations of these courses (e.g., majors: English majors and STEM majors; ethnic groups: African American) and what is the student cap(s) and how many students took the course(s)?

- ☐ English major (1)
- ☐ STEM majors (2)
- ☐ Asian/Asian American (3)
- ☐ African American (4)
- ☐ Other nationals (5)
- ☐ Caucasian (6)
- ☐ Other majors and/or nationals (7) \_\_\_\_\_
- ☐ Class Capacity & Student Numbers taking the course(s) (8) \_\_\_\_\_

Q8 What is your satisfactory level of the textbook(s) regarding transnational/global communication?

- ☐ Extremely satisfied (1)
- ☐ Moderately satisfied (2)
- ☐ Slightly satisfied (3)
- ☐ Neither satisfied nor dissatisfied (4)
- ☐ Slightly dissatisfied (5)
- ☐ Moderately dissatisfied (6)
- ☐ Extremely dissatisfied (7)

Q9 What is your date of birth?

- ☐ Month (1) \_\_\_\_\_
- ☐ Day (2) \_\_\_\_\_
- ☐ Year (3) \_\_\_\_\_

Q10 What is your gender?

- ☐ Gender (1) \_\_\_\_\_

Q11 What is(are) your major(s)/research area?

- ☐ Single major (1) \_\_\_\_\_
- ☐ Double major (2) \_\_\_\_\_
- ☐ Other (3) \_\_\_\_\_

Q12 Which department are you housed at?

- ☐ English (1)
- ☐ Risk Management & Insurance (2)
- ☐ Communication (3)
- ☐ Nursing (4)
- ☐ Public Policy (5)
- ☐ Education (6)
- ☐ Chemistry (7)
- ☐ Mathematics (8)
- ☐ Physics (9)
- ☐ Accounting (11)
- ☐ Managerial Sciences (12)
- ☐ Real Estate (14)
- ☐ Other (15) \_\_\_\_\_

Q13 What is(are) your nationality(ies)?

- ☐ American (1)
- ☐ Brazilian (2)
- ☐ German (3)
- ☐ Italian (4)
- ☐ Double citizenship (5)
- ☐ Chinese (6)
- ☐ South Korean (7)
- ☐ Japanese (8)
- ☐ Other (9) \_\_\_\_\_

Q14 What is(are) your ancestral nationality(ies), i.e., your parents' and your grand(grand) parents' nationalities?

- ☐ American (1)
- ☐ Italian (2)
- ☐ German (3)
- ☐ Japanese (4)
- ☐ Chinese (5)
- ☐ South Korean (6)
- ☐ Native American (7)
- ☐ Mexican (8)
- ☐ Other (9) \_\_\_\_\_
- ☐ Double citizenship (10)

Q15 How would you describe your nationality(ies) (citizenship)? E.g. American, Italian, American Chinese, Japanese, Russian, etc.

- ☐ American (1)
- ☐ Native American (2)
- ☐ American Japanese (3)
- ☐ American Korean (4)
- ☐ American Chinese (5)
- ☐ German (6)
- ☐ Mexican (7)
- ☐ Double citizenship (8)
- ☐ Other (9) \_\_\_\_\_

Q16 Have you ever traveled to another country? (e.g., Yes, Germany, Sweden, Japan, China, Singapore, and Italy)

- ☐ Yes (1) \_\_\_\_\_
- ☐ No (2)

Q17 Do you know any person at school/your department who are not American citizens? What are their nationalities?

- ☐ Yes (1) \_\_\_\_\_
- ☐ No (2)

Q18 How do you feel at ease in communicating with people who are not part of your own national culture?

- ☐ Extremely easy (1)
- ☐ Moderately easy (2)
- ☐ Slightly easy (3)
- ☐ Neither easy nor difficult (4)
- ☐ Slightly difficult (5)
- ☐ Moderately difficult (6)
- ☐ Extremely difficult (7)

Q19 In your opinion, how well does/do your technical/professional communication textbook(s) teach/frame transnational/intercultural/cross-cultural rhetoric and communication?

- ☐ Extremely effective (1)
- ☐ Very effective (2)
- ☐ Moderately effective (3)
- ☐ Slightly effective (4)
- ☐ Not effective at all (5)

Q20 How do you think the textbook(s) helped you to understand/teach/learn globalization, different identities, international media, and so on?

- ☐ Excellent (1)
- ☐ Good (2)
- ☐ Average (3)
- ☐ Poor (4)
- ☐ Terrible (5)

Q21 Are you aware of “cosmopolitanism”? It is a philosophy that claims everyone should treat each other as brothers and sisters and travel to serve peoples from other countries, instead of only focusing on one’s own country of origin. In our digital world, we can travel online and become compassionate toward and/or help people from other nations.

- ☐ Yes (1)
- ☐ No (2)

Q22 Are you aware of “world/global citizen” as a type of identity?

- ☐ Yes (1)
- ☐ No (2)

Q23 Do you think such an identity will help to reduce conflicts, violence, and wars?

- ☐ Yes (1)
- ☐ Maybe (2)
- ☐ No (3)

Q24 What is the effective level that the textbooks help in terms of your transnational/multicultural/international literacy (competence/skills/abilities/awareness, etc.)?

- ☐ Extremely effective (1)
- ☐ Very effective (2)
- ☐ Moderately effective (3)
- ☐ Slightly effective (4)
- ☐ Not effective at all (5)

Q25 How have the instructors/textbooks helped in terms of your transnational/multicultural/international literacy(awareness of world affairs, knowledge on world history, comprehension of different media platforms from mobile apps to newspapers, compassion towards people from other countries, people with different ethic, religion, and economic backgrounds, etc.)?

- ☐ Excellent (1)
- ☐ Good (2)
- ☐ Average (3)
- ☐ Poor (4)
- ☐ Terrible (5)

Q26 How would you rate your transnational literacy (awareness of world affairs, knowledge on world history, comprehension of different media platforms from mobile apps to newspapers, compassion towards people from other countries, people with different ethic, religion, and economic backgrounds, etc.) as a world citizen in the cosmopolitan philosophy?

- ☐ Extremely competent (1)
- ☐ Somewhat competent (2)
- ☐ Neither competent nor incompetent (3)
- ☐ Somewhat incompetent (4)
- ☐ Extremely incompetent (5)

Q27 What motivates you to study technical communication every day? Please choose one or more answers.

- ☐ a. Nothing special. This class is just a learning/teaching requirement. I want to graduate. (1)
- ☐ b. My advisor/boss/parents want(s) me to improve technical communication skills. (2)
- ☐ c. I need technical communication skills/teaching experience if I want to get a good job. (3)
- ☐ d. I want to become a better technical communicator/instructor. (4)
- ☐ e. Technical communication is important in today's globalized job market. (5)
- ☐ f. I want to improve my English communication skills/teaching experience. (6)
- ☐ g. I really like technical communication. (7)
- ☐ Other (8) \_\_\_\_\_

Q28 Some teachers/textbooks offer in-depth theoretical knowledge on technical communication and give examples and assignments afterwards, while others may not do the same. For example, the teacher/textbook might ask students to read foundational knowledge and theories about

technical communication in a multicultural context, and then show them examples and assign homework to enhance their competence and literacy in transnational technical communication, whereas other teachers and textbooks may not do so. Which do you think is more useful for your transnational literacy level in terms of technical communication, the former or the latter? Please feel free to give examples.

- ☐ The former (1) \_\_\_\_\_
- ☐ The latter (2) \_\_\_\_\_
- ☐ Both (3) \_\_\_\_\_

Q29 What do you think is the useful level for your own benefits on the teaching of transnational literacy and world citizenship in a digital world?

- ☐ Extremely useful (1)
- ☐ Very useful (2)
- ☐ Moderately useful (3)
- ☐ Slightly useful (4)
- ☐ Not at all useful (5)

Q30 Do you think teachers/textbooks at Georgia State University are teaching transnational literacy effectively in classes such as global communication, intercultural communication, transnational rhetoric and communication, and world citizenship?

- ☐ Extremely effective (1)
- ☐ Very effective (2)
- ☐ Moderately effective (3)
- ☐ Slightly effective (4)
- ☐ Not effective at all (5)

Q31 What will be a class or classes that you want to take/teach if new curriculum design is possible? Please fill in the blanks.

- ☐ Course title (1) \_\_\_\_\_
- ☐ Course title (2) \_\_\_\_\_
- ☐ Course title (3) \_\_\_\_\_
- ☐ Course title (4) \_\_\_\_\_
- ☐ Course title (5) \_\_\_\_\_

Q32 What types of transnational/multicultural/international texts have you studied in your classes? Mark one or more with "Yes" before the answer.

- ☐ news reports (1)
- ☐ email memo, and working documents (2)
- ☐ persuasive speech/writing (3)
- ☐ conversations (4)
- ☐ documents (5)
- ☐ movies (6)
- ☐ other (7) \_\_\_\_\_

Q33 Regarding one or more texts/teaching materials you have marked above, how did transnational/multicultural/international knowledge differ from what you have expected to learn from this kind of text?

- ☐ Far exceeds expectations (1)
- ☐ Exceeds expectations (2)
- ☐ Equals expectations (3)
- ☐ Short of expectations (4)
- ☐ Far short of expectations (5)

Q34 What is the difficulty level for teachers/textbooks in the teaching of transnational/multicultural/international texts in your class?

- ☐ Extremely easy (1)
- ☐ Moderately easy (2)
- ☐ Slightly easy (3)
- ☐ Neither easy nor difficult (4)
- ☐ Slightly difficult (5)
- ☐ Moderately difficult (6)
- ☐ Extremely difficult (7)

Q35 How do you think the instructors are dealing with different languages, global rhetorics, international communication, and other culture, globe, and nation related topics?

- ☐ Extremely satisfied (1)
- ☐ Moderately satisfied (2)
- ☐ Slightly satisfied (3)
- ☐ Neither satisfied nor dissatisfied (4)
- ☐ Slightly dissatisfied (5)
- ☐ Moderately dissatisfied (6)
- ☐ Extremely dissatisfied (7)



Q36 Is there anything else you would like to mention about your learning/teaching process of transnational/multicultural/international technical communication, especially at this university? We are very interested in your views.

○ Please provide your answer in the text box (1) \_\_\_\_\_

## Appendix B Syllabi

### Appendix B1 Business Writing

#### English 3130 – Business Writing

Course: English 3130, Section 015

Semester: Fall 2015

Course Registration Number (CRN): xxxxxx

Class Days/Times: Tue/Thu, 2:30 p.m. – 3:45 p.m.

Prerequisite(s): Grade of “C” or above in English 1102

Class Location: Room 203, Classroom xxx

Instructor: xxx

Email: xxx@xxxx.edu (*See communication policy below*)

Cell Phone: (xxx) xxx-xxxx (no long text messages, please; use email for that—I’ll respond just as quickly)

Office: 953 xxx Hall (formerly xxxx Building)

Office Hours: Tuesdays from 3:45 p.m. until 5:45 p.m. (If I’m not there, call my cell number—I’ll be nearby.)

**\*\*\*NOTE: This syllabus and schedule reflect a general plan for the course. Deviations from this plan may become necessary as the semester progresses. Students are responsible for taking note of any and all changes that may occur.\*\*\***

#### COURSE DESCRIPTION & OBJECTIVES

Business Writing is a multi-disciplinary course informed by the needs of students, educators, business, and society at large. Business Writing has the following aims:

- To foster a view of writing as situated action (people acting through writing within organizations)
- To foster educational practices that demand a consideration of ethics
- To create contexts for writing that are real and sophisticated (through the use of cases, real clients, and service learning with community organizations)
- To recognize the fact that computers significantly alter where and how people work and that the use of computers is integral to how people write in the workplace and the types of documents they produce
- To advocate reader/user needs
- To create contexts for effective collaboration
- To teach visual and verbal argumentation

- To teach research practices
- To teach students to follow and adjust conventions of business writing
- To make informed choices about media use and practices

## REQUIRED TEXT

Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing That Works: Communicating Effectively on*

*the Job, 11th Edition*. Boston: Bedford/St. Martin's, 2013. Print. ISBN: 9781457611131

## COURSE CONTENT

### A. READING

Assigned readings are an integral part of this class. You simply won't be able to acquire the critical thinking and rhetorical skills necessary to pass without understanding each of the concepts *theoretically* before putting them into practice, and you can only get this theoretical knowledge by doing the readings. As a student, you have a responsibility to the other students, to the instructor, as well as to yourself to keep up with the reading assignments and to be prepared to discuss them in class. Your completion and understanding of all readings may therefore occasionally be assessed with quizzes, homework assignments, and/or in-class writing assignments. In other words, **failure to do the readings will quickly result in a negative impact on your grade** in the class.

**NOTE:** The readings listed on the course schedule are to be done before you arrive for class that day (in other words, the readings listed for Tuesday, 09/01 must be done before you show up to class that day).

### B. ASSIGNMENTS & GRADING

The major assignments and how they will be graded break down as follows:

ASSIGNMENT	PERCENTAGE
Engagement (In-Class Exercises, Quizzes, Attendance, Etc.)	15%
Correspondence Suite	15%
In-Class Presentation (Presentation and Handout)	15%
Workplace Writing & Artifact Analysis	20%
Linkedin Profile Revision & Presentation	15%
Career Search Project	20%
<b>Total</b>	<b>100%</b>

Letter grades correspond to percentage totals in the following manner:

<b>Superior</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Failing</b>
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 73 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-	72 to 70 = C-	

The general criteria by which grades are assigned in this class is as follows:

**A:** Professional quality work (considered exemplary in a real-world setting). Content and design are appropriate for the audience, purpose, and context. May contain only a minor flaw.

**B:** Professional quality work (considered adequate in a real-world setting). Your project is of high quality in most of the major areas. Content and design are appropriate for the audience, purpose, and context. May contain a few minor errors.

**C:** Marginal professional quality (your supervisor would likely ask you to redo parts of it). Content and design consider audience, purpose, and context, but need adjustments to be clear, appropriate, well-developed. Contains a single major deficiency or many minor errors.

**D:** Not of professional quality and would need major revisions to become of professional quality. Content and design barely consider audience, purpose, and context. Contains some major deficiencies and/or many minor errors.

**F:** Unacceptable quality that ignores the standards of professional quality. Content and design lack consideration of audience, purpose, and context. Contains many major deficiencies.

Incompletes: In order to receive a grade of "Incomplete," a student must inform the instructor, either in person or in writing, of his/her inability (non-academic reasons) to complete the requirements of the course. Incompletes will be assigned at the instructor's discretion and the terms for removal of the "I" are dictated by the instructor. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish.

Be advised that your final evaluation for this course will be a letter grade and may include a plus or a minus. Please note that a plus or a minus may affect your requirements. For instance, if your program requires that you earn a grade of at least B or C in a course (to count in the major or as a prerequisite, for instance), a grade of B- or C- will not meet that requirement. All students are responsible for knowing the requirements for their degree programs.

The following is a brief explanation of each assignment category:

#### Engagement (15%)

This category accounts for attendance, participation in class discussions and activities, performance on quizzes and homework assignments, performance on in-class individual and group writing assignments, and peer review. Typically, work in this category can't be made up

for any reason; however, keep in mind that the total effort you put into this class will be my primary criteria for assigning grades in this category (and not a mere mathematical sum of your numerical grades and/or how many days you missed). Essentially, show up, show up prepared and having done the readings, and then actively participate in what we are doing each and every day. The degree to which you successfully do this will ultimately determine this component of your final course grade.

#### Correspondence Suite (15%)

This project focuses on business/professional correspondence and consists of four deliverables:

- An informative/procedural email regarding proper use of technology at work
- An inquiry or special request letter
- [A complaint letter to a business](#)
- [A memo to me explaining it all](#)

Each part will deal with a “real-life” situation that you choose yourself but you must discuss your choice with me before starting.

#### In-Class Presentation (15%)

Each student will complete a presentation with a visual aid and a one-page handout. The handout is part of the grade, and not having a handout (or not having a copy for everyone in the class, including the instructor) will negatively affect your grade on this project. The handout should not be a printout of your PowerPoint or Prezi, but should instead be a helpful document that makes your “take-away” points readily accessible to readers and perhaps adds a dimension of context not already explicit in your presentation.

Individual presentations should be 5-7 minutes in length with 1-3 minutes at the end for questions (for a total of 6-10 minutes total). Presentations that are seriously over or under time will be penalized. Students may choose a topic for their presentations from those listed on the course schedule. Topics with a number in parentheses after them are available to more than one student (i.e. that number of presentations on the same topic is available).

We will be discussing these topics as we read about them in the text, and each presentation will help reinforce this information. Your presentation may include references to the book but must also include other sources, as well. While the presentation should be professional, I encourage you to make it interactive, creative, and fun, as well as informative. Think of the presentation as your opportunity to become a “miniature expert” on the subject and lead a training session for your colleagues.

#### Workplace Writing and Artifact Analysis (20%)

For this project, you will be analyzing one document from your field/career and studying writing/composing within your field. Then you will present your analysis and findings to me in a 2-3 page memo. Begin with an introduction which provides an overview to the whole memo, and make sure to sum up all major points in a thorough conclusion. Beyond the introduction and conclusion, this project has two main parts (each should be a page or more in length): the

analysis of overall workplace writing in your field and the examination of some professional writing artifact from your field.

### LinkedIn Profile Completion (15%)

Over the course of the term, we will be creating LinkedIn profiles (or revising existing ones in some cases). You will be adding to this throughout the term as you learn from our class discussions, the text, and from your fellow student's presentations. By the end of the course, you should have your profile updated with your new job application materials, a revised personal bio, and possibly, writing samples or sample work. At the end of the semester we will all do short, informal presentations our LinkedIn profiles.

### Career Search Project (20%)

This project consists of three parts: 1) a thorough, researched career assessment memo, 2) a resume, and 3) a cover letter. For this project, you will choose *an actual job* to which you could or would like to apply based on your major (you MUST include the job listing with your project when you turn it in). That means that this version of your resume and cover letter must be targeted to this particular position – you can't use an existing "generic" version of your resume or a generic cover letter. Based on the requirements for the position and our reading and discussion for class, you'll compose the three deliverables listed above.

## C. ASSIGNMENT SUBMISSION

Typically, only assignments in the "Engagement" grade category (quizzes, in-class exercises, and most homework assignments) will be completed on paper and submitted in class. Major assignments will normally be submitted to me electronically (some will need to be uploaded to an assignment dropbox on our class Brightspace/Desire2Learn web interface and others will need to be sent directly to me via email at [xxx@xxxx.edu](mailto:xxx@xxxx.edu)). The particular assignment sheet and what I say in class will direct you to the required submission method for each assignment. Unless otherwise instructed, all memos, reports, letters, and other documents should be composed in a Microsoft Word document (.doc or .docx file formats only), and I suggest that you save these documents either on a cloud-based server (such as DropBox or Google Drive) or on some type of portable media (a quality USB drive, etc.) that you back up regularly. **\*\*\*Remember, technology can and will fail, and this typically happens at the absolute worst times. Don't let an electronic glitch ruin your hard work. Be prepared by having a back-up copy.\*\*\***

## D. DISCUSSION

Each student is expected to contribute to class discussions on the basis of the readings of and thoughts about the assigned material and previous class discussions. As a student, each one of you contributes to the classroom experience for everyone else, and the best classroom experience happens when *everyone* takes part. (You should also keep in mind that your participation in class discussions constitutes part of your "Engagement" category grade.) Also, please remember that this is a college class and therefore demands a certain level of decorum and respect. In all classroom discussions (as well as in any other interactions), I expect everyone to conduct themselves in a professional and civil manner.

## COURSE POLICIES

### A. COMMUNICATION

It is imperative that we all work to keep the lines of communication open, both inside and outside of class. If you have a problem (with anything), I urge you to talk to me about it before it becomes something that stands in the way of your learning and/or success. The sooner you let me know, the sooner we can start working together on a solution; however, if I don't know about an issue you have, I can't help.

The best way to contact me outside of class is via email at xxx@xxxx.edu. My email is synced with my smartphone, I will usually receive/read your message instantly, and I will typically respond to you in a few hours if not sooner (even on weekends). I will be obtaining your preferred email addresses early on in the semester so that I can contact you if necessary. Be aware, however, that most class announcements (especially late-notice announcements, such as the cancellation or re-location of class) will only go to your official "@student.xxxx.edu" address, so it will behoove you to check this inbox frequently, even if you don't use it as your primary email account.

We will also be using the Brightspace/Desire2Learn online class interface (available as a link under the "Students" sub-menu at the top of the university homepage). This is where most of our class resources, assignments, and grades will be available. Our class Brightspace/D2L page will go live during the first or second week of the semester, and you will be given more information about how to use it (as well as a brief in-class tutorial) at that time.

**\*\*\*It is very important that you check both your student email and our class Brightspace/Desire2Learn page every single day – including days on which we do not have class.\*\*\***

### B. ATTENDANCE

Be advised that I will be taking attendance at some point during each class meeting. If you wish to succeed, show up, show up on time, and show up regularly. If you know you will miss a class, tell me before it happens; I will be far more inclined to let you make up missed in-class work if you let me know ahead of time. Given the structure of this course, students who are regularly absent will miss so much work that their chance of passing will quickly become remote. If you have any questions about your personal attendance, please contact me directly.

### C. LATE WORK

The course schedule sets reasonable deadlines for all major writing assignments and these deadlines are firm. In most cases, I will not accept any late work; however, exceptions may be made on a case-by-case basis. This goes for homework and other out-of-class assignments, as well. As I said above, talk to me about issues you may be having before they become a problem (that means talking to me about deadlines before you miss them). Like quizzes, in-class exercises usually cannot be made up; however, if you know you will be absent on a day when we

are having an in-class exercise, discuss it with me in advance so that alternative arrangements can be made.

#### D. ACADEMIC MISCONDUCT & PLAGIARISM

The Department of English expects all students to adhere to the university's Code of Student Conduct, especially as it pertains to plagiarism, cheating, multiple submissions, and academic honesty. Please refer to the Policy on Academic Honesty (Section 409 of the Faculty Handbook). Penalty for violation of this policy will result in a zero for the assignment, possible failure of the course, and, in some cases, suspension or expulsion.

xxxx University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At xxxx University, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

(For the university's policies, see in the student catalog, “Academic Honesty,” [http://www.xxxx.edu/~catalogs/2010-2011/undergraduate/1300/1380\\_academic\\_honesty.htm](http://www.xxxx.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm))

#### E. CLASSROOM DECORUM

Please see the Lower Division Studies Disruptive Student Behavior policy, available at <http://www.english.gsu.edu/~lds/11858.html>.

I will not tolerate disruptive behavior (especially involving electronic devices) in any way; if you disrupt class, I will warn you once and then send you out if it happens a second time. Phones, notebook and laptop computers, and other electronic devices must be put away and silenced during class unless I instruct you otherwise.

As with any college class, I expect you to treat yourself, your fellow students, class guests, and your instructor with respect and courtesy.

#### F. EXTRA HELP

If you find yourself struggling in this class, the sooner you take action, the better. I am available to help you personally during my office hours, by appointment, and via email; however, students often benefit from working with a knowledgeable individual other than their own instructor.

For this reason, I highly recommend that if you need help with basic college writing skills, you consider working with the Writing Studio ([www.writingstudio.gsu.edu](http://www.writingstudio.gsu.edu)), located in Room xxxx on the xxx floor of the xxx Building (at the corner of xxxAvenue and xxx, overlooking xxx). The Writing Studio staff can assist you with all stages of the writing process, from coming up with a topic/strategy, to organizing and arranging your ideas, to drafting and revising. Students can sign up for one 25-minute help session per day with one of the Studio's competent,



experienced tutors. Now don't expect the Writing Studio tutors to edit/proofread your paper for you or help you correct remedial writing issues such as basic grammar and punctuation (they can help you learn how not to make these errors, however, so you can fix them yourself). On the other hand, if you're wrestling with how to express your ideas, arrange them in a meaningful way, and/or effectively put them into words, the Writing Studio can serve as one of your most valuable allies. Keep in mind that the Writing Studio is busiest and appointments are most scarce during the days and weeks leading up to mid-terms and finals, so plan accordingly.

## G. SPECIAL NEEDS ACCOMMODATIONS

xxxx University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

According to the ADA ([http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_cong\\_bills&docid=f:s3406enr.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:s3406enr.txt.pdf)):

“SEC. 3. DEFINITION OF DISABILITY. “As used in this Act: “(1) DISABILITY.—The term ‘disability’ means, with respect to an individual— “(A) a physical or mental impairment that substantially limits one or more major life activities of such individual...major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. “(B) MAJOR BODILY FUNCTIONS.—For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Students who need accommodations should arrange a meeting with their instructor during office hours. Be sure to bring a copy of your Student Accommodations Form to the meeting. If you do not have an Accommodations Form but need accommodations, make an appointment with the Office of Disability Services (Suite 230, New Student Center, 404-463-9044) to make arrangements.

## H. SPECIAL INSTRUCTIONS FOR ENGLISH MAJORS

### English Majors and the Graduation Portfolio

The English department at xxxx requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from our website at [http://english.xxxx.edu/undergraduate/undergraduate\\_resources/senior-portfolios/](http://english.xxxx.edu/undergraduate/undergraduate_resources/senior-portfolios/). In preparation for this assessment, each student must apply for graduation with the Graduation office and also sign up in the English Department portfolio assessment system at <http://www.wac.xxxx.edu/EngDept/signup.php>.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to a faculty advisor or the instructor of your senior seminar. You may also contact Dr. xxx, Director of Undergraduate Studies, for more information.

## I. ONLINE EVALUATION OF INSTRUCTOR

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**\*\*\*NOTE:** This syllabus and schedule reflect a general plan for the course. Deviations from this plan may become necessary as the semester progresses. Students are responsible for taking note of any and all changes that may occur.\*\*\*

## COURSE SCHEDULE

### IMPORTANT DATES TO REMEMBER

<b>Late Registration (Drop/Add).....</b>	<b>8/24 - 8/28</b>
<b>First Day of Class.....</b>	<b>8/25</b>
<b>Mid-Point of Semester (Last Day to Drop with a "W").....</b>	<b>10/13</b>
<b>Thanksgiving Break.....</b>	<b>11/23 - 11/28</b>
<b>Last Day of Regular Class.....</b>	<b>12/3 (class will meet)</b>
<b>Career Search Project Due.....</b>	<b>12/5 (11:59 p.m.)</b>
<b>Final Exam Period.....</b>	<b>12/10 (1:30 p.m.)</b>

**\*\*\*NOTE:** There is no final exam in this course and we will not meet during this period\*\*\*

## SCHEDULE

Day	Date	Topic(s)	Readings Due On This Day
Tue	8/25	Welcome; Course Description; Hand Out Syllabus	None
Thu	8/27	Introductions; Go Over Syllabus (and schedule), Go Over Brightspace/Desire2Learn Class Web Interface	Read entire syllabus; bring questions about syllabus/schedule to class
Tue	9/1	Rhetorical Context of Business Writing; The Writing Process as applied to Business Writing; Go over & Sign Up for In-Class Presentation Assignment	Chapters 1-4
Thu	9/3	Quiz over Chapters 1-4; Review of Rhetorical Context; The Role of Research in Business Writing; Sign up for Linked-In	Chapter 6
Tue	9/8	<i>Presentation: Designing Documents</i> ; <i>Presentation: Creating Visuals</i> ; Class Discussion on Designing Documents; Creating Visuals	Chapter 7
Thu	9/10	<i>Presentation: Giving Presentations</i> ; <i>Presentation: Conducting Meetings</i> ; Class Discussion on Giving Presentations and Conducting Meetings; Go over Correspondence Suite Assignment	Chapter 14
Tue	9/15	Intro to Genres of Business Writing; Class Discussion on the Principles of Business Correspondence	Chapter 8
Thu	9/17	<i>Quiz over Chapter 9</i> ; <i>Presentation: Emails &amp; Memos</i> ; <i>Presentation: Business Letters</i> ; <i>Presentation: Multicultural Business Practices and Communications</i> ; Class Discussion on Business Correspondence	Chapter 9
Tue	9/22	Review of Business Correspondence; In-Class Activity	Chapter 9, cont.
Thu	9/24	<i>Presentations (2): Informal Reports</i> ; <i>Presentations (2): Formal Reports</i> ; Class Discussion on Reports	Chapters 10-11
Tue	9/29	Review of Reports; In-Class Activity	Chapters 10-11, cont.
Thu	10/1	<b>Correspondence Suite Assignment Due</b> ; <i>Presentation: Planning Instructions</i> ; <i>Presentation: Writing Instructions</i> ; <i>Presentation: Testing Instructions</i> ; Class Discussion on Writing Instructions and Directions	Chapter 12

Tue	10/6	<i>Quiz over Chapter 13; <u>Presentation: Internal Proposals</u>; <u>Presentation: External Proposals</u>; <u>Presentation: Responding to Requests for Proposals</u>; Class Discussion on Proposals</i>	Chapter 13
Thu	10/8	Review of Proposals; In-Class Activity; Go over Workplace Writing & Artifact Analysis Assignment	Chapter 13, cont.
Tue	10/13	<b>***MIDPOINT OF SEMESTER-LAST DAY TO DROP WITH A "W"***</b> ; <i>Quiz over Chapter 15; <u>Presentations (3): Writing for the Web</u>; Class Discussion on Writing for the Web</i>	Chapter 15
Thu	10/15	Review of Writing for the Web; In-Class Activity; Go over Career Search Project	Chapter 15, cont.
Tue	10/20	Class Discussion on Finding the Right Job; In-Class Activity	Chapter 16
Thu	10/22	<b>Workplace Writing &amp; Artifact Analysis Assignment Due;</b> <i><u>Presentation: Determining Your Best Job</u>; <u>Presentation: Resumes/CVs</u>; <u>Presentation: Cover/Application Letters</u>; <u>Presentation: Completing Applications</u></i>	Chapter 16, cont.
Tue	10/27	<i><u>Presentation: Interviewing</u>; <u>Presentation: Resignation Letters &amp; Memos</u>; In-Class Activity</i>	Chapter 16, cont.
Thu	10/29	<i><u>Presentations (2): Collaborative Writing</u>; Class Discussion on Collaborative Writing; In-Class Activity</i>	Chapter 5
Tue	11/3	<i>Quiz on Part Four (Sentences, Punctuation, Mechanics); Class Discussion on Editing/Revising Business Writing</i>	Part Four: Sentences, Punctuation, Mechanics
Thu	11/5	<i><u>Presentation: English as a Second Language &amp; Revising</u>; Class Discussion on the Role of English as a Second Language in Revising</i>	Part Four; English as a Second Language (ESL)
Tue	11/10	NO CLASS - One-on-One Consultations on Career Search Projects	None
Thu	11/12	NO CLASS - One-on-One Consultations on Career Search Projects	None
Tue	11/17	Go over Linked-In Profile Assignment; Class Discussion on Linked-In Profiles and Personal Social Media Exposure; In-Class Activity	None
Thu	11/19	<i><u>Make-Up Day for In-Class Presentations</u></i>	None

Tue	11/24	***NO CLASS - THANKSGIVING HOLIDAY***	***NO CLASS - THANKSGIVING HOLIDAY***
Thu	11/26	***NO CLASS - THANKSGIVING HOLIDAY***	***NO CLASS - THANKSGIVING HOLIDAY***
<b>Tue</b>	<b>12/1</b>	<b>LinkedIn Profile Presentations</b>	None
Thu	12/3	Continued LinkedIn Profile Presentations; Final Questions on Career Search Projects	None
<b>Fri</b>	<b>12/11</b>	<b>***Career Search Project Due <u>no later than 11:59 p.m.</u> on Friday night, 12/11/2015***</b>	None

## Appendix B2 Technical Writing

**English 8115 Technical Writing**  
**Spring 2013**  
**tuesdays 1-3:30 p.m.**  
**Classroom 302**

**Dr. xxx**  
**xxx@xxxx.edu**  
**404-413-5875**  
**912 University Building X**  
**office hours mondays 9-12 p.m.**  
**tuesdays 11:30-12:30 p.m.**  
 I am still learning. ~ Michelangelo

---

*This syllabus is provisional only. Changes may be necessary.*

### Course Goals/ & Learning Outcomes

English 8115 provides intensive study of technical writing. It aims to help you develop the skills you will need to analyze, write, and revise scientific and technical documents successfully. The course introduces you to the rhetorical principles and compositional practices necessary for writing effective and professional communications, such as reports and instruction manuals, within your own profession, including

- writing to multiple readers for various purposes
- writing collaboratively
- writing in online environments
- writing ethically and responsibly
- planning and managing writing projects
- drafting, designing, revising, and editing documents
- designing and implementing appropriate research strategies
- following and adjusting technical writing conventions
- designing documents (e.g., layout, formatting, incorporating graphics)

Given the nature of technical writing, the course will involve both individual and collaborative work. You will also be expected to combine the principles learned in class with your knowledge from your field.

---

**Texts**

Blake, Gary and Robert Bly. *The Elements of Technical Writing*. New York: Longman, 2000.

Johnson-Eilola, Johndan and Stuart Selber. *Central Works in Technical Communication*. New York; Oxford U P, 2004.

Montgomery, Scott L. *The Chicago Guide to Communicating Science*. Chicago: University of Chicago Press, 2003.

**Course Assignments**

To achieve course goals, students will engage in reading and reflection to understand the field and also participate in the production of documents that display practical knowledge. As such, assignments will ask students to reflect on their theoretical reading, conduct research into a topic of relevance to the field and report on their findings, create a website (collaboratively), and plan and produce a project of their own choosing. A specific list of assignments can be found below, along with their corresponding grade percentages.

You will be expected to complete the following projects:

Reading Responses (Class Discussion Board), 20%

Document Analysis & Evaluation, 25%

- Informal Proposal
- Evaluation Report and Revision Plan
- Assessment/summary report

Documentation Project (group), 25%

- Project plan
- Usability test
- Documentation (Instructions/Manual)
- Assessment/summary reports (individual)

Technical Communication Project, 30%

- Informal Proposal
- Document (technical report, article, or manual)
- Assessment/summary report
- Seminar Presentation/Poster

**General Policies**

Our class time will alternate among different presentation styles and activities (lecture, whole-class discussion, small group activities, presentations). . In addition, this course requires a good deal of collaborative work. There is no substitute for your presence, preparation, and participation. If a class must be missed, please contact the instructor and/or your group as soon as possible to make arrangements for missed work. An absence does not automatically change the due date for a project.



As a professional in any academic discipline, your written work will often be your first (and perhaps only) introduction to others in the field. Therefore, for this class, I will expect professionally produced documents with attention given to document formatting, appearance and editing.

This class recognizes that the process of writing is as important as the final product. Therefore, all projects will be graded portfolio-style. Each part of a project must be turned into receive credit for the project. The grades will be assigned holistically to the entire project portfolio. The standard A, B, C, D, F scale (with pluses and minuses) will be used. Generally, late work will not be accepted.

**A learning space has three major characteristics, three essential dimensions:**

**Openness, boundaries, and an air of hospitality.**

**~ Parker Palmer**

## **Appendix B3 International Political Economy of the Media**

### **COURSE SYLLABUS<sup>1</sup> INTERNATIONAL POLITICAL ECONOMY OF THE MEDIA COMMUNICATION 8740 & 6160 Fall 2012**

#### **Course Description**

Nearly all variants of social and political theory hold that the communication system is a cornerstone of modern societies. In political terms, the communication system may serve to enhance democracy, or to deny it, or some combination of the two. Less commented upon, though no less significant, the communication system has emerged as a central area for profit making in modern capitalist societies. This dual role of the communication system, both a foundational element of the emerging global economy and the bedrock of political democracy, constitutes a vital tension on the world stage.

Few industries have been as changed by capitalist globalization as communications. Prior to the 1980s, national media systems were typified by domestically owned radio, television and print media. There were considerable import markets for films, television shows, music and books, and these markets tended to be dominated by firms based in the United States. But local commercial interests, sometimes combined with a state-affiliated broadcasting service, were both substantial and significant. Media systems were primarily national, and often possessed at least limited public-service features. Telecommunication monopolies were generally under the direct control of state ministries or regulators, and these national networks coordinated international information flows.

Today, this is no longer the case. Global conglomerates, outside the reach of any single nation-state's regulations, own and operate the majority of media products and platforms utilized around the world. The growing concentration of media ownership, and blurring of the telecommunications and media sectors as well as the internationalization of the industries each represent radical changes to a system that is at the heart of global financial, political and cultural institutions. This course will trace the emergence of the international media industry and analyze the changing balance of public and private control over media and telecommunications in the global political economy and patterns of concentration and investment in the overall communication sector. Moreover, it will explore the relationships between the emergence and growth of global media industries and political, social and cultural discourses as well as explore possibilities for improving the contribution of media and telecommunications to development in different parts of the world.

#### **Requirements**

---

<sup>1</sup> The course syllabus provides a general plan for the course; deviations may be necessary.

### ***Book Review (15%)***

Each student is required to complete a book review of one of the books assigned for the class. The review is due the day the book is assigned for class discussion (see schedule for details). For PhD students, the review should be 1500-2000 words in length. The MA students, the review should be 1000-1200 words in length. For a review on how to write a scholarly book review, see:

<http://www.wendybelcher.com/pages/documents/WritingtheAcademicBookReview.pdf>. The review should be submitted to the professor and shared with other students before the beginning of class.

### ***Project & Presentation (45%)***

Each student will identify and analyze a case study on an important controversy in the international media system through the lens of IPE. Topics will likely either (a) critically examine an event or structural change to the international system in the past that has not been analyzed through the lens of IPE or (b) pick a current event or ongoing change to the international system and provide an IPE analysis how the underlying factors and consequences. Projects focusing on IPE as a theory and method of analysis are welcome, though such projects will likely be strengthened through the use of small case studies. More information about topic selection will be provided in class, and keep in mind that the project will likely become easier to think through once you are more familiar with the IPE literature. Some possible topics would include: Google/China, WikiLeaks/DOD, Turkey/Pakistan/YouTube, Afghan Star/Afghanistan, Young Imam/Star Academy, KSA/Blackberry Ban, etc. The topic should be something you are interested in and feel compelled to become an expert on. This work will be done in stages:

- (1) Statement of controversy area; outline of research strategy. 1-2 pages (5%) -- Due **October 2**
- (2) Literature review (10%) – Due **November 13**
- (3) Presentation (5%) – **November 27**
- (4) 5000-7000 word final paper summarizing the results of your project (25%) - Due **December 2** no later than 5pm.<sup>2</sup>

A good resource for IPE research is [MIT's page](#) on international political economy. Please utilize it in the research for your project. [UNC's page](#) could be helpful depending on your particular project. The journal [Review of International Political Economy](#) may also serve as a good resource, as may Duke University's [History of Political Economy](#).

### ***Class Participation (15%)***

Please remember that this is a seminar class not simply a lecture. A seminar, by definition, is based upon the exchange of ideas between students and teachers. I will lead off each day with a

---

<sup>2</sup> This course is cross-listed as both a Masters-level and Ph.D. level course. Expectations for Ph.D. students in the course are higher. For students seeking Masters-level credit

The final project should demonstrate a thorough understanding of the theories in question and be written in a way that would allow for the eventual submission to an academic journal. When the final paper is turned in, it should include a cover letter that includes what journal you would like to submit to. You should also write the manuscript using the style called for by the journal in question.

lecture, but the rest of the class will take place in the form of group discussions. In other words, the success of each class session depends to a large part on your participation. As a consequence, class participation makes up a significant percentage of your grade. You are expected to critically engage with the course material and actively participate in class discussions. I realize that some people are more comfortable with public speaking than others; please remember that you will not be graded on your eloquence, but rather your level of engagement with the materials. This seminar should be a safe space where we can all voice questions and ideas and receive respectful and considered feedback.

### ***Final (25%)***

The final examination will be in essay form, and will ask each student to compare and contrast the different theories and case studies examined throughout the course. The final will be a “take-home” exam: students will be given a copy of the exam on the last day of class (December 6<sup>th</sup>) and given 3 days to complete the exam, returning it to the professor by December 9<sup>th</sup> (no later than midnight). The exam will be “open book:” students are welcome to draw from course materials in their answers to the final questions.<sup>3</sup>

### ***Attendance & Late Work***

Because discussion is a major component of any seminar, regular attendance is imperative. If you miss class you will receive a zero for class participation for the day. Frequent absences are detrimental to your academic experience and that of your classmates. Out of respect for your professor and your classmates please be sure to arrive on time and do not leave early. Late work will be accepted without penalty only in the case of a *documented* family or medical emergency. Each student will be afforded one

### ***Professor Evaluations***

Your constructive assessment of this course plays an indispensable role in shaping education at our university. Upon completing the course, please take time to fill out the online course evaluation. On a more personal note, your feedback is greatly appreciated, not only in the form of the online course evaluations to be filled out at the end of the semester, but also throughout the course. Please feel free to reach out to the professor if you have constructive comments at any point that could help improve the overall learning experience and environment.

### **Policy for Students with Disabilities**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

---

<sup>3</sup> PhD students will be asked to answer an additional question on the final.

Course Materials

*Required Texts:*

1. Peter F. Crowhey & Jonathon D. Aaronson. 2008. *Transofrming Global Information and Communication Markets*. MIT Press.
2. Jill Hills. 2007. *Telecommunications and Empire*. University of Illinois Press.
3. Harold Innis. 1950. *Empire and Communications*. Rowman & Littlefield Publishers.
4. Thomas L. McPhail. 2010. *Global Communication: Theories, Stakeholders, and Trends* (3<sup>rd</sup> Edition). Blackwell Publishing.
5. Vincent Mosco. 2009. *The Political Economy of Communication* (2<sup>nd</sup> Edition). Sage Publications.
6. Dan Schiller, 2007. *How to Think About Information*. University of Illinois Press.
7. Jack Goldsmith & Tim Wu. 2008. *Who Controls the Internet*. Oxford University Press.

Assigned readings listed below that are not part of the required texts will be available via the course instructor.

### **Schedule and Readings:**

Please be aware that this is a preliminary syllabus and modifications and additions will be made to the readings and schedule during the course of the semester to reflect class interests and current events.

<b>1</b>	<b>Introduction</b>
8/21	<p>Introduction to the topic: Why Study the international political economy of the media?</p> <ol style="list-style-type: none"> <li>1. Review of syllabus, materials, and expectations</li> </ol>
<b>2</b>	<b>Foundations of Political Economy</b>
8/28	<p>Lecture: Foundations of Political Economy</p> <ol style="list-style-type: none"> <li>1. Samezō Kuruma. 1945. "History of Political Economy: An Overview"</li> <li>2. Mosco, chapters 1-3 (pp. 1-64)</li> </ol>
<b>3</b>	<b>Foundations of IPE &amp; Media</b>
9/4	<p>Lecture: Political Economy as a Theory &amp; Method</p> <p>Reading:</p> <ol style="list-style-type: none"> <li>1. Mosco, chapters 4-6 (pp. 65-128).</li> <li>2. Robert W. McChesney and Dan Schiller. 2003. "<a href="#">The Political Economy of International Communications: Foundations for the Emerging Global Debate about Media Ownership and Regulation</a>." United Nations Research Institute for Social Development.</li> <li>3. Robert McChesney. 2000. "The Political Economy of Communication and the Future of the Field." <i>Media Culture Society</i> 22: 109-118.</li> </ol>
<b>4</b>	<b>Communication &amp; Empire I</b>
9/11	<p>Lecture: The History of Communication &amp; Empire</p> <p>Reading:</p> <ol style="list-style-type: none"> <li>1. Harold Innis, <i>Communication and Empire</i></li> </ol>
<b>5</b>	<b>The Information Industrial Complex</b>
9/18	<p>Lecture: Introducing the Information Industrial Complex</p> <ol style="list-style-type: none"> <li>1. Schiller, <i>How to Think About Information</i></li> </ol>
<b>6</b>	<b>Communication &amp; Empire II</b>
9/25	<p>Lecture: Information freedom and U.S. foreign policy: A history</p> <ol style="list-style-type: none"> <li>1. Hills, <i>Telecommunications and Empire</i></li> <li>2. National Telecommunications and Information Administration, 1995, The Global Information Infrastructure: Agenda for Cooperation, (<a href="http://www.ntia.doc.gov/report/1995/global-information-infrastructure-agenda-cooperation">http://www.ntia.doc.gov/report/1995/global-information-infrastructure-agenda-cooperation</a>)</li> </ol>
<b>7</b>	<b>The Geopolitics of a "Freedom to Connect"</b>

10/2	<p>Lecture: The Political Economy of Secretary Clinton's Freedom to Connect</p> <ol style="list-style-type: none"> <li>1. Hillary Clinton, 2010, <a href="#">Remarks on Internet Freedom</a></li> <li>2. Evgeny Morozov. 2010. <a href="#">Think Again: The Internet: They told us it would usher in a new era of freedom, political activism, and perpetual peace. They were wrong.</a> Foreign Policy, May/June.</li> <li>3. Evgeny Morozov. 2010. "<a href="#">Freedom.gov.</a>" Foreign Policy. January/February.</li> <li>4. Robin Mansell. 2004. "Political economy, power and new media." <i>New Media Society</i> 6: 96-107.</li> <li>5. <b>Statement of controversy due.</b></li> </ol>
<b>8</b>	<b>Internet Freedom with an Asterisk</b>
10/9	<p>Lecture: Wikileaks, The Flame &amp; Cyber security</p> <ol style="list-style-type: none"> <li>1. Yochai Benkler, 2011, "A Free Irresponsible Press: Wikileaks and the Battle over the Soul of the Networked Fourth Estate," 46 Harv. C.R.-C.L. L. Rev. 311</li> <li>2. Slavoj Žižek, 2011, Good Manners in the Age of Wikileaks, London Review of Books.</li> <li>3. Peter Ludlow, 2010, "Wikileaks and Hacktivist Culture," The Nation, Oct 4.</li> <li>4. James P. Farwell &amp; Rafal Rohozinski (2011): Stuxnet and the Future of Cyber War, <i>Survival: Global Politics and Strategy</i>, 53:1, 23-40.</li> <li>5. David Fidler, 2011, "Was Stuxnet an Act of War," IEEE, July August</li> <li>6. Additional readings may be added.</li> </ol>
<b>9</b>	<b>The State of Global Media</b>
10/16	<ol style="list-style-type: none"> <li>1. McPhail, <i>Global Communication</i></li> <li>2. Amelia Arsenault &amp; Manuel Castells. 2008. "Switching Power: Rupert Murdoch and the Global Business of Media Politics: A Sociological Analysis." <i>International Sociology</i> 23(4).</li> </ol>
<b>10</b>	<b>Infrastructure &amp; International Governance</b>
10/23	<p>Lecture: Infrastructure &amp; International Governance</p> <ol style="list-style-type: none"> <li>1. Peter F. Crowhey &amp; Jonathon D. Aaronson, <i>Transforming Global Information and Communication Markets.</i></li> </ol>
<b>11</b>	<b>Google</b>

10/30	<p>Lecture: The Quasi-Democratic Republic of Google</p> <ol style="list-style-type: none"> <li>1. Stephanie A. DeVos, 2011, The Google-NSA Alliance: Developing Cybersecurity Policy at Internet Speed,” <i>Fordham Intellectual Property, Media and Entertainment Law Journal</i>, Volume 21(1:5)</li> <li>2. Rebecca MacKinnon. 2012. “<a href="#">Google Confronts the Great Firewall</a>: In the second clash between the Internet search giant and the Chinese government, will freedom of speech win?” <i>Foreign Policy</i>, May</li> <li>3. <a href="#">Google's Cerf on Internet Freedom and Foreign Policy</a>. March 18, 2011.</li> <li>4. William McCants. 2011. “<a href="#">Foreign Policy: Google Searches For Peace</a>.” <i>National Public Radio</i>, July 1.</li> <li>5. Mark Landler. 2010. <a href="#">Google Searches for a Foreign Policy</a>. The New York Times. March 27.</li> <li>6. Josh Rogin. 2012. “<a href="#">Google Warns Users Targeted by State Sponsored Attacks</a>.” <i>Foreign Policy's The Cable</i>. June 5</li> <li>7. Additional readings will be assigned</li> </ol>
<b>12</b>	<b>Independent research</b>
11/6	Class will not meet. Students are expected to spend time on research for his/her final paper.
<b>13</b>	<b>States, Intranets and Sovereignty</b>
11/13	<p>Lecture: States, Intranets and Sovereignty</p> <ol style="list-style-type: none"> <li>1. Jack Goldsmith &amp; Tim Wu, 2008, <i>Who Controls the Internet?</i></li> <li>2. Evgeny Morozov. 2011. “<a href="#">Repressing the Internet, Western-Style</a>.” Wall Street Journal.</li> <li>3. <b>Literature review is due</b></li> </ol>
<b>14</b>	<b>No Class - Thanksgiving</b>
11/20	
<b>15</b>	<b>Student Presentations</b>
11/27	Each student will present for 10 minutes on her/his final paper topic. Final Exam will be distributed.
<b>16</b>	<b>Due Dates</b>
12/2	Final Paper due (email to smp@gsu.edu)
12/10	Final Exam due (email to smp@gsu.edu)

**University Policy on Academic Honesty**  
 REPRINTED FROM THE FACULTY HANDBOOK | July 2010

## Introduction

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness



require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Affairs Handbook* and the *On Campus: The Undergraduate Co-Curricular Affairs Handbook* and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

### **Definitions and Examples**

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

B. Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

C. Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

D. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

E. Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

## Appendix B4 Communication in a Global Context

### COMMUNICATION IN A GLOBAL CONTEXT (C8130)

#### —SYLLABUS—

xxxx University  
 Department of Communication  
 Spring 2014  
 Thursday 4:30-7:00, 25 Park Place #1113

Dr. xxx  
 Assistant Professor, Department of Communication  
 Office: xxx, xxxx  
 Hours: Tuesday 12-3p or by appointment  
 (Contact me via email to schedule an appointment: xxx@xxxx.edu)

---

#### COURSE OVERVIEW

Globalization may be the most studied phenomenon of the new century. Scholars from nearly every field have engaged the dynamics of worldwide connectivity, and for some disciplines these issues have become central (e.g., political science, communication, sociology, economics, policy studies, international relations, anthropology, geography). Whether by choice or by chance, the people of every nation now interact with other cultures at various levels on a daily basis. Whether these interactions are understood as *empowering* (such as, the potential some see for unprecedented wealth generation) or *threatening* (such as, emerging environmental and public health hazards now operant at a planetary level, or acts of terrorism enabled by intricate communication and transportation networks), the one common act that enables this interaction is *communication*. When pressed to defend the view that we are living in a *uniquely* globalized era, scholars interested in doing so almost always cite the increasing rapidity of informational and communicational flows as proof that we inhabit historically unprecedented times.

In this course we will connect various dimensions of communication, including, technological effects, comparative legal & policy systems, culture change and progress, geopolitics, global governance and political activism to global issues ranging from conflict to the construction of national and post-national identities and transnational civil society. A primary goal is to orient our thinking about the field of communication studies from a globalized perspective.

We will cover a range of controversies under discussion by mass communication scholars, such as (a) does globalization require us to fundamentally revise our accounts of social movements and the processes of social change? (b) does communication globalization enable the realization of Immanuel Kant's compelling but never realized vision of world citizenship or genuine cosmopolitanism? (c) is globalization on balance a force for emancipation or enslavement? Does it promote or destroy forces conducive to democratization? (d) do the globalized media increase

the world's sensitivity to humanitarian disasters far away now seen in digital close-up, or simply induce *compassion fatigue* in populations numbed to the endless repetition of shocking news footage? (e) is globalization anything more than a vehicle for American imperialism? And do the local cultures of the world stand any chance in the face of Hollywood's glitzy exports, and the materialist ideology they promote?

Subsidiary goals for the course are to: (a) examine critically material, socio-cultural, and regulatory processes in the communication-globalization relationship; (b) enhance our awareness about practicing and intellectualizing communication in a global context; and (c) strengthen our understanding of theories of international communication.

This is a graduate seminar that will consist of intense roundtable discussions of reading materials, and it meets a core curriculum requirement in the Media & Society doctoral program. All students will be expected to come to class each week prepared to engage in active discussion.

### REQUIRED TEXTS

- Daya Thussu (2010). *International Communication: A Reader* (ISBN: 041544455) (est. \$30)
- Armand Mattelart (2003). *The Information Society: An Introduction* (ISBN: 978-0761949480) (est. \$10)
- Marwan Kraidy (2013) *Communication and Power in the Global Era* (ISBN: 978-0415627351) (est. \$40)
- Annabelle Sreberny-Mohammadi, Dwayne Winseck, Jim McKenna and Oliver Boyd-Barrett (1997) *Media in Global Context Reader* (ISBN: 0340676876). (est. \$5)
- All other readings will be made available to students electronically.

### COURSE REQUIREMENTS

**(1) Scholarly Essay, Presentation and Peer Review.** Each student will complete a historically grounded, theoretically focused research paper. Papers will offer a systematic, comprehensive and multidisciplinary history of a particular theory of global communication, and use the body of theoretical scholarship to explain a current or recent controversy of interest to the student (55 percent total). The paper will be completed in five stages:

- **FIRST: Proposal.** By January 30 (or before) each student will submit a short proposal identifying which body of communication theory he/she will be focusing on. This proposal will include a brief (one page) description of the theory and, most importantly, a bibliography of materials that will be reviewed in order to document the history and archeology of the theory's development. The bibliography should include at least 12 references directly relevant to the chosen theory. Students are encouraged to choose a theory that is clearly tied to the course readings and focus. No two students can choose the same theory, and students should email the professor ([smp@gsu.edu](mailto:smp@gsu.edu)) their preference as early as is possible (certainly before January 30) to ensure it has not already taken. Examples of theories to choose from include: free-flow, modernization, dependency,

networks, structural imperialism, postcolonial, critical/cultural, world system, development communication, propaganda (or hegemony theory, including soft power), hybridity, critical political economy, public sphere (including CNN effect), information society, globalization, cosmopolitanism, cultural studies and information sovereignty. You may choose other theories, though they should be highly relevant to global communication studies. In certain cases, you may choose to look at two complimentary theories, such as free-flow and modernization or imperialism and dependency theory. (5 percent)

- SECOND: Detailed theoretical outline. By March 15 (or before) each student will submit a comprehensive review of the theory they've chosen, including: an analysis of key thinkers and texts, its conceptual origins and ties to work in other disciplines, its historical trajectory, critical controversies contributing to its progression and a description of how the theory relates to and differs from other major theories in the field. Papers should conclude with a brief outline of how the final paper will use the theoretical framework to explain or challenge the narrative surrounding a current or recent global media controversy. The application of the theoretical framework to the controversy should be original and a unique contribution to the field of global communication. This paper should be no less than 3000 words. (15 percent)
- THIRD: Presentation. Each student will present their theoretical framework and controversy (or case study) during the final day of class (April 24). These presentations should highlight the relevant elements of the theoretical framework while focusing on the details of the controversy and the contribution to the field of global media. Each student will have ten minutes to present, followed by a 5-8 minute question and answer period. Powerpoint and Prezi presentations should be emailed to the professor in advance of the class. (5 percent)
- FOURTH: Peer review. Each student is required to review and offer written feedback to two peer papers. To facilitate the review process, drafts of each paper should be emailed to the professor before the final class session (April 24), and he will forward each draft to two reviewers. Reviews should be sent via email to the paper author with the professor copied (xxx@xxxx.edu) on or before May 2, 2014. Reviews should demonstrate a careful reading of the draft, offer suggestions, raise questions and must be constructive and collegial. (10 percent)
- FIFTH: Each student will submit a final paper by (or before) May 6. The final paper should include an introduction, the revised review of a major body of theory, the case study or controversy analyzed and a description of how the application of the chosen theoretical lens contributes to the broader field of global media. This paper should be no less than 6500 words and should reflect the integration and/or response to peer and professor feedback. (20 percent)
- All assignments should be submitted, via email, before midnight of the day they are due. Either the Chicago Manual of Style or APA is fine. The chosen style should be applied consistently throughout the paper. Papers need be carefully proofread prior to their final submission. For the purpose of helping prepare for comprehensive exams and thesis and prospectus writing, the professor will share a collection of final papers with entire class unless you specifically indicate you do not want your paper to be included.

**(2) Attendance, Participation and Reading Journal (20 percent)**

- Students should be in class each week, on time, having read the assigned readings. Unplanned<sup>4</sup> absences will severely impact a student's participation grade.
- Students are expected to actively participate in each class discussion. The professor will call on you if you are not actively engaged. Participation will be judged based on the following factors: (a) *quality of comment* (does the comment advance the discussion, keep the class focused on the main overall topic, and reflect a close reading of the text? Are you offering high quality disputable claims backed with good reasons, or just expressing your own opinion?); (b) *quantity of comment* (are you contributing regularly, and in a manner that does not monopolize conversation?); (c) *participatory style* (do you show a thoughtful respect for other students and their views? does your involvement encourage others to participate? Are you able and willing to engage in an extended high quality and even intense exchange with your peers?). Comments that take us back to the specifics of the text are almost always, in my experience, more valuable than comments that take us off on a tangent. (10 percent)
- Reading journal (10 percent): Students are required to electronically submit a one-page (single spaced) summary of each week's readings prior to the start of class (to xxx@xxx.edu). The summary should address the following questions, and include several questions for group discussion:
  - What central theme or themes connect the assigned readings?
  - How do they differ or compliment previous week's readings?
  - What research methods are used in the readings, and are they sufficient and appropriate?
  - What do you see as the central utility and weakness (or weaknesses) in the assigned readings?

#### (4) Final Exam (25%)

- The final will be passed out on the last day of class. It is a take home final that will require students to write essays demonstrating a mastery of the course materials, theories, discussions, models and case studies. The final will be due (via email) one week from the last day of class: May 1, 2014.

### GRADING SUMMARY

Proposal	5%
Presentation	5%
In-class Participation	10%
Reading journal	10%
Peer review	10%
Detailed theoretical outline	15%
Final paper	20%
Final	25%
Total	100% <sup>5</sup>

<sup>4</sup> An excused absence should be requested in advance and include documentation.

<sup>5</sup> A+=95% and over; A = 93-100%; A- = 90-92%; B+ = 88-89%, B = 83-87%, B- = 80-82%, C+ =78-79%. These numbers are rounded off slightly in your favor. As a core seminar for the Ph.D., a C grade constitutes failure for the course. If you believe you are falling behind in your work, or below the B standard, please see me immediately.

### **SUMMARY OF KEY DATES**

January 30: Proposal due  
 March 15: Detailed theoretical outline due  
 April 24: Draft of the final paper due to professor (for distribution to peer reviewers); in class presentation  
 May 1: Final exam due  
 May 2: Peer-reviews due  
 May 6: Final papers due

### **CLASS POLICIES AND RECOMMENDATIONS FOR SUCCESS**

1. Start working on your scholarly essay early and often. Procrastinating will make for a stressful end of the semester.
2. Be on time for class. Listen actively and participate fully.
3. Meet with me if you have questions or concerns about the course or any of the assignments. You will NEVER offend me by asking for help. In fact, I will take it as a sign of your intellectual commitment
4. Always come to class having closely read all of the readings and with your reading journal (typed and according to the advice listed above). You should take notes every time you read anything for this class.
5. Come prepared to take notes (have a notebook for the course!). Always bring a copy of the relevant readings to class (or other relevant research readings you would like to share).
6. Expect periodic handouts and minor changes in the reading schedule.
7. Follow the syllabus and keep up with the reading and assignments.
8. Utilize e-mail to ask questions, check for announcements at your GSU email account, etc.

### **UNIVERSITY POLICIES PERTINENT TO THIS CLASS**

1. A “W” is awarded only to a student who is doing passing work. If you believe you may be entitled to a “hardship withdrawal” you should consult the general catalog for information about what procedures you must follow. I am only permitted to award a grade of “incomplete” in cases of special hardship. Incompletes cannot be given merely to extend the time of completion of course requirements.
2. I would appreciate hearing from anyone dealing with a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements can be made. Please see me after class or during my office hours. I am eager to accommodate you in any reasonable way I can, and will work with you to make sure your grade is a function of your work, and that you are not suffering a grade reduction for other factors extraneous to your mastery of the material.

3. Plagiarism and cheating are strongly discouraged and are heavily penalized. Plagiarism is the practice of appropriating the work or ideas of others, and claiming it as your own without attribution. This includes such behaviors as copying test answers from another student, copying material from a book or article as if the quote was your own and without giving credit to the author, and using visual material as your own that has been copied. It is also a serious violation of the college academic honesty policy to lift text from available online sources for inclusion in an essay without attribution. Because a university is an “idea factory,” the theft or appropriation of someone else’s work without acknowledgement is the most serious academic violation. The department of communication policy is generally to award students caught plagiarizing or cheating a grade of “F” and to forward information regarding the case to the Dean’s office for broader disciplinary action if justified by the circumstances — I support this policy. When in doubt, acknowledge your source material. When in doubt, ask! I implore you in the strongest possible terms not to jeopardize your professional and academic future by cheating, or failing to acquire a full understanding of borderline behaviors that are nonetheless outlawed and unethical.

### **POLICY ON ACADEMIC HONESTY**

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for practices that are fair require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable conduct in the course of their academic work. Our university’s Policy on Academic Dishonesty (2013-14) is available at: <http://deanofstudents.gsu.edu/student-conduct/academic-honesty-policy/>

### **OBLIGATION TO REPORT SUSPECTED VIOLATIONS**

Members of the academic community, students, faculty, and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the office of the dean of each college and the Office of the Dean of Students.



### SCHEDULE OF CLASS MEETINGS AND READINGS<sup>6</sup>

	Date	Topic	Readings
1	1/16	<ul style="list-style-type: none"> <li>• Introduction to the course. Lecture: Origins of Global Communication Research</li> <li>• Go over syllabus, assignments, responsibilities and required readings</li> </ul>	
2	1/23	Modernization/Development  Guest Professor: Dr. Arsenault	<ul style="list-style-type: none"> <li>• Daniel Lerner (1958) <i>The Passing of Traditional Society</i>. The Free Press. Chapters 2-3. DropBox.</li> <li>• Daniel Lerner, "Toward a Communication Theory of Modernization." Chapter 5 of Thussu's IC Reader.</li> <li>• Everett Rodgers (1983) <i>Diffusion of Innovations</i>. The Free Press. Chapter 1. DropBox.</li> <li>• Srinivas R. Melkote, "Theories of Development Communication." Chapter 7 of Thussu's IC Reader.</li> <li>• Karin Gwinn Wilkins &amp; Bella Mody (2001) "Reshaping Development Communication: Developing Communication and Communicating Development," <i>Communication Theory</i> 11:4 pp. 385-396.</li> </ul>
3	1/30	Imperialism	<ul style="list-style-type: none"> <li>• Herbert Schiller (1976) <i>Communication and Cultural Domination</i>. M.E. Sharpe. Chapters 1-2. DropBox.</li> <li>• Herbert I. Schiller, "Not Yet the Post-Imperialist Era." Chapter 14 of Thussu's IC Reader.</li> <li>• John Galtung (1971) A Structural Theory of Imperialism. <i>Journal of Peace Research</i> 8(2): 81-117. DropBox.</li> <li>• Ithiel de Sola Pool, (1979) "Direct Broadcast Satellites and the Integrity of National Cultures," in <i>National Sovereignty and International Communication</i> (eds. Schiller and Nordenstreng), pp. 120-153. DropBox.</li> <li>• Oliver Boyd Barrett, "Media Imperialism Reformulated." Chapter 9 of Thussu's IC Reader</li> <li>• Jeremy Tunstall, "Anglo-American, Global and Euro-American Media Versus Media Nationalism." Chapter 13 in Thussu's IC Reader.</li> </ul> Review/Browse: <ul style="list-style-type: none"> <li>• UNESCO 21<sup>st</sup> General Conference resolution on NWICO, from Thussu's IC Reader (pp. 471-2).</li> </ul>

<sup>6</sup> This is a tentative schedule, subject to modification. Changes in the schedule will be announced in class and confirmed via email.

			<ul style="list-style-type: none"> <li>• Recommendations from the Macbride Report 1980, from Thussu's IC Reader (pp. 473-7).</li> </ul>
4	2/6	Globalization	<ul style="list-style-type: none"> <li>• Anthony Giddens (1997) "The Globalizing of Modernity," in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 19-26.</li> <li>• Martin Shaw, "The Theoretical Challenge of Global Society," in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 27-36.</li> <li>• (1969) The Playboy Interview: Marshall McLuhan, <i>Playboy Magazine</i>. DropBox.</li> <li>• Armand Mattelart, "An Archeology of the Global Era." Chapter 18 of Thussu's IC Reader.</li> <li>• James Curran and Myung-Jin park (2000) "Beyond Globalization Theory," in <i>De-Westernizing Media Studies</i> (eds. Curran and Park). DropBox.</li> <li>• Oliver Boyd-Barrett (1997) "Global News Wholesalers as Agents of Globalization," in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 131-144.</li> <li>• Richard Hawkins (1997) "Prospects for a global communication infrastructure in the 21<sup>st</sup> century: institutional restructuring and network development," in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 177-193</li> <li>• Lina Khatib, "Communicating Islamic Fundamentalism as Global Citizenship." Chapter 16 in Thussu's IC Reader.</li> </ul>
5	2/13	Political Economy	<ul style="list-style-type: none"> <li>• Armand Mattelart (2003) <i>The Information Society: An Introduction</i> (Sage).</li> <li>• Dan Schiller, "World Communications in Today's Age of Capital." Chapter 8 of Thussu's IC Reader.</li> <li>• Robert McChesney, "The Media System Goes Global." Chapter 11 in Thussu's IC Reader.</li> <li>• Herbert Schiller (1993) Transnational Media: Creating Consumers Worldwide, <i>Journal of International Affairs</i> 47(1).</li> <li>• Edward Comor, "The Re-Tooling of American Hegemony," in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 194-206.</li> </ul>
6	2/20	Sovereignty	<ul style="list-style-type: none"> <li>• Karl Deutsch (1953) <i>Nationalism and Social Communication: An Inquiry into the Foundations of Nationality</i> (MIT Press), Chapter 4. DropBox.</li> <li>• Benedict Anderson (1997) "The Origins of</li> </ul>

			<p>National Consciousness,” in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 58-66.</p> <ul style="list-style-type: none"> <li>• Monroe Price (1994) <i>Market for Loyalties</i>, 104 <i>Yale Law Journal</i> 667.</li> <li>• Monroe Price, “Towards a Foreign Policy of Information Space.” Chapter 21 in Thussu’s IC Reader.</li> <li>• Koichi Iwabuchi, “Culture and National Border Administration in 21<sup>st</sup> Century Japan.” Chapter 8 in Kraidy.</li> <li>• Paddy Scannell, “The Centrality of Televisions of the Center in Today’s Globalized World.” Chapter 10 in Kraidy.</li> <li>• Karim Karim, “Re-viewing the National in International Communication.” Chapter 24 in Thussu’s IC Reader.</li> </ul>
7	2/27	Cross-Cultural Effects	<ul style="list-style-type: none"> <li>• Harold Lasswell, “The Theory of Political Propaganda.” Chapter 19 in Thussu’s IC Reader.</li> <li>• Elihu Katz &amp; Tamar Liebes, “Reading Television.” Chapter 22 in Thussu’s IC Reader.</li> <li>• John Downing, “Audiences and Readers of Alternative Media.” Chapter 17 in Thussu’s IC Reader.</li> <li>• James Lull (1997) “China Turned on (revisited): Television, reform and resistance,” in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 259-269</li> <li>• Marie Gillespie (1997) “Local Uses of the Media: Negotiating Culture and Identity,” in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 323-338</li> <li>• Stuart Cunningham and Elizabeth Jacka, “Neighborhoodly Relations?” in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 299-310.</li> <li>• Jeffrey C. Alexander and Ronald N. Jacobs (1998) “Mass Communication, Ritual and Civil Society,” in <i>Media, Ritual &amp; Identity</i> (Eds. Liebes and Curran), pp. 23-41.</li> </ul>
8	3/6	Flows/Contraflows	<ul style="list-style-type: none"> <li>• Joseph Straubhaar, “Distinguishing the Global, Regional and National Levels of World Television,” in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammedi et al.), pp. 284-298.</li> <li>• Joseph Straubhaar, “Beyond Media Imperialism.”</li> </ul>

			<p>Chapter 15 in Thussu's IC Reader.</p> <ul style="list-style-type: none"> <li>• Daya Thussu, "Mapping Global Media Flow and Contra Flow." Chapter 12 in Thussu's IC Reader.</li> <li>• Jade L. Miller (2010) "Ugly Betty goes global: Global networks of localized content in the telenovela industry," <i>Global Media and Communication</i> 6:2, pp. 198-217</li> <li>• Marwan Kraidy, "Hybridity in Cultural Globalization." Chapter 26 in Thussu's IC Reader.</li> <li>• Arjun Appadurai, "Disjuncture and Difference in the Global Cultural Economy." Chapter 23 in Thussu's IC Reader.</li> <li>• Koichi Iwabuchi, "Taking Japanization Seriously." Chapter 25 in Thussu's IC Reader.</li> </ul>
9	3/13	The Information Society	<ul style="list-style-type: none"> <li>• Daniel Bell, "The Coming of Post-Industrial Society." DropBox.</li> <li>• Manuel Castells (1996). <i>The Rise of the Network Society</i>. Chapter 1, "The Information Technology Revolution." DropBox.</li> <li>• Frank Webster (2006) "What is an Information Society." Chapter 2 from Webster's Theories of the Information Society. DropBox.</li> <li>• Joseph Pelton, "Satellites as World Change Agents." Chapter 1 of Thussu's IC Reader.</li> <li>• Eli Noam, "Overcoming the Three Digital Divides." Chapter 3 of Thussu's IC Reader.</li> <li>• Digital Freedom Initiative. Thussu Reader (pp. 540-542).</li> <li>• Hillary Clinton, "Remarks on Internet Freedom," 2010. DropBox.</li> </ul>
	3/27	<p align="center"><b>NO CLASS – International Studies Association (ISA) Annual Conference (March 26-29)</b></p> <p align="center"><b><u>Time to work on your final papers!</u></b></p>	
10	4/3	Public Sphere	<ul style="list-style-type: none"> <li>• Manuel Castells, "The New Public Sphere." Chapter 2 in Thussu's IC Reader.</li> <li>• Eytan Gilboa (2005) "The CNN effect: The search for a communication theory of international relations." <i>Political Communication</i>. DropBox.</li> <li>• W. Phillips Davison (1956) "Political Significance of Recognition Via Mass Media-An Illustration From the Berlin Blockade," <i>The Public Opinion Quarterly</i> 20(1): 327-333. DropBox.</li> <li>• Simon Cottle and Mugdha Rai (2008) "Global 24/7</li> </ul>

			<p>news providers Emissaries of global dominance or global public sphere?,” <i>Global Media and Communication</i> 4(2): 157-181. DropBox.</p> <ul style="list-style-type: none"> <li>• Shawn Powers &amp; Mohammed el-Nawawy, M. (2009) “Al-Jazeera English and Global News Networks: Clash of Civilizations or Cross-Cultural Dialogue?” <i>Media, War &amp; Conflict</i>, 2:3. DropBox.</li> <li>• Kai Hafez (2007) “International Reporting-No Further than Columbus...” and “International Broadcasting—From National Propaganda to Global Dialogue and Back again,” in <i>The Myth of Media Globalization</i>, pp. 24-55, 118-28. DropBox.</li> </ul>
11	4/10	Revolution	<ul style="list-style-type: none"> <li>• Annabelle Sreberny-Mohammadi and Ali Mohammadi (1997) “Small Media and Revolutionary Change: A New Model,” in <i>Media in Global Context Reader</i> (Eds. Sreberny-Mohammadi et al.), pp. 220-235.</li> <li>• Guobin Tang, “Power and Transgression in the Global Media Age.” Chapter 14 from Kraidy.</li> <li>• Douglas Kellner (2001) <i>Globalization, Technopolitics and Revolution.</i>”</li> <li>• William Youmans and Jillian York (2012) “Social Media and the Activist Toolkit: User Agreements, Corporate Interests, and the Information Infrastructure of Modern Social Movements. <i>Journal of Communication</i> 62: 315-329.</li> <li>• Philip N. Howard and Muzammil M. Hussain (2011) <i>The Role of Digital Media. Journal of Democracy</i> 22(3): 35-48</li> <li>• Clay Shirky (2011) <i>The Political Power of Social Media: Technology, the Public Sphere and Political Change. Foreign Affairs.</i> DropBox.</li> </ul>
12	4/17	Governance	<ul style="list-style-type: none"> <li>• Milton Mueller, John Mathiason &amp; Hans Klein (2007) <i>The Internet and Global Governance: Principles and Norms for a New Regime. Global Governance</i> 13: 237–254</li> <li>• Robert Pike &amp; Dwayne Winseck (2004). <i>The Politics of Global Media Reform, 1907-23. Media, Culture &amp; Society</i>, 26(5): 643. DropBox.</li> <li>• Marc Roboy, “The WSIS as a Political Space in Global Media Governance.” Chapter 4 in Thussu’s IC Reader.</li> <li>• Shawn Powers &amp; Michael Jablonski (forthcoming, 2014). <i>The Myth of Multistakeholderism. From The Real Cyber War</i>, University of Illinois Press.</li> <li>• Tunis Agenda for the Information Society (WSIS). Thussu Reader (pp. 516-523).</li> </ul>

			<ul style="list-style-type: none"> <li>• Tunis Commitment for the Information Society (WSIS). Thussu Reader (pp. 524-529).</li> </ul>
13	4/24	<b>Student Presentations</b>	

**Appendix B5 Global Business**

IB 8090 Global Business

Fall 2006

Professor Jun Lei

*E-mail:* [xxx@xxxx.edu](mailto:xxx@xxxx.edu)  
*Voice/Fax:* xxx-xxx-xxxx  
*Office:* xxx College of Business

*Office Hours:* I am in the office most days. Please drop by or make an appointment.

**OVERVIEW**

Modern management theories and practices were developed predominantly in the West, first in Europe and then in the US. Before 1970s, the economic power of the West dominated the world, and western management theories and practices were thought to be ideal and universally effective. The rise of economic power of the Asian countries has drawn into question these beliefs and assumptions. Research in cross-cultural management further reveals that western management ideology is based on a set of narrow cultural assumptions and developed in a specific social, political, economic context. Although this ideology is useful, it is by no means universal and will surely require significant adaptations to be applicable to other societies.

Meantime there is an increasing awareness that management cannot be separated from its context. A successful management technique that works wonders for one company in one country during one period of time (such as the life-time employment system for Toyota in Japan in 1970s) may not work for the same company in a different country, or even in the same country at a different time. As far as this course is concerned, we will focus on the underlying social, cultural forces that differentiate the contexts of multinational corporations. This of course will not preclude us from considering other important political or economical factors that interact with cultural forces to influence managerial and organizational effectiveness. We will consider these factors whenever they are relevant.

**OBJECTIVES**

The overall goal of this course is to equip you with an in-depth understanding of how cultural and institutional forces affect management processes and effectiveness in the global contexts. We will study a range of different global businesses to learn how they are managed, why they have succeeded, and what challenges lay ahead. We will analyze the experiences of foreign invested companies to learn what difficulties they encounter in working with global partners and managing a diverse labor force, how they adapt their management practices, how successful these adaptations are, and what lessons we can draw.

We will examine the transformation of indigenous local enterprises and assess how they fare in global markets and what challenges they face. Specifically, the objectives of this course are:

- 1) to equip you with an in-depth knowledge and conceptual frameworks of the management processes and effectiveness in the global contexts;
- 2) to improve your analytical abilities for understanding the behavior of individuals, groups, and organizations in international competitive situations; and
- 3) to develop confidence in your skills for negotiation, conflict resolution, and leadership in cross-cultural settings.

### **LONG-TERM TARGETS**

Through an analysis of multinational businesses, the course aims to move from a comparative to an integrative perspective that considers multinational business as a basis for rethinking the structure and possibilities of enterprise in the new global economy. More broadly, the course will introduce a way of thinking that goes far beyond simply enabling one to do business with different cultural groups. The integration of Eastern and Western business concepts and practices can lead to expansive thinking about the structure and possibilities of enterprise in the new global economy. Building on in-depth understanding of Eastern and Western business practices, we will explore a new global enterprise system. It is hoped that fostering such a global perspective will benefit your business careers and personal endeavors alike.

- Challenge your most basic assumptions or presuppositions about business by introducing them to business cultures and institutions that differ radically from those in the US.
- Examine the business implications of cultural differences.
- Stimulate global, “integrative” thinking to gain a new perspective in a rapidly changing and interconnected business world.
- Build a learning community through intense interactions among all members of the class.

### **COURSE MATERIALS**

1. Deresky, H. 2005. International Management: Managing Across Borders and Cultures, 5<sup>th</sup> edition, Prentice Hall, ISBN 0-13-109597-8.
2. Custom case book and readings from Harvard Business School Publishing, Kellogg School Cases, and various academic and professional journals.
3. Lecture notes and additional news update will be posted on WEBCT.

### **COURSE REQUIREMENTS & GRADING**

Try not to go through life thinking only about grades. The most important evaluation should be your self-evaluation. Did you learn in new areas? Did you develop new perspectives, clearer ways of thinking? If so, great! Meanwhile, the tradition of the university is that we give grades, so I will base your grade as follows:



<b>I. Participation</b>	<b>10 %</b>
<b>II. Movie &amp; News Report</b>	<b>15 %</b>
<b>III. Individual Papers</b>	<b>40 %</b>
<b>IV. Nissan Simulation</b>	<b>35 %</b>
Planning Document 5%	
Group Presentation 10%	
Group Paper 20%	
<b>V. Extra Credit</b>	<b>≤ 5 %</b>
Total:	10 0 %

### **I. Participation (10%)**

**There are three components to your class participation grade: attendance, contribution in class discussion, and goal statements. Each component is described below.**

**A. Attendance.** You are expected to participate in all class sessions. You may miss one case discussion without penalty if you notify me in advance (72 hours). Each miss beyond the one excused miss results in a penalty of one-half letter grade per miss. Failure to contact me (even if this is your first miss) will result in a penalty of one-half letter grade. If you must miss a case discussion, notify me at least three days in advance, and arrange to make up your participation by writing a short case summary. Case discussions take place at the beginning of the class. If you are not there when discussions begin, I will assume that you will not be attending class. This will count as an unexcused miss. This strict policy is necessary because your classmates rely on your attendance for their educational experience, and because the professor must arrange logistics and pairings in advance. Also, the quality of your case debriefs will be compromised by missing discussions.

**B. Contribution to Class Discussion.** You are expected to contribute to class discussion. You will be evaluated on the quality (not quantity) of your contributions and insights. Quality comments should:

- Offer a unique and relevant perspective.
- Contribute to moving the discussion and analysis forward.
- Build on others' comments.
- Transcend the "I feel" syndrome; include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking.

**C. Goal Statements.** A 1-2 page preliminary statement of goals for yourself in this class is due at the beginning of class on **October 26<sup>th</sup>**. Discuss your international experience, strengths, and weaknesses and set some specific goals. A 1-2 page statement of goals for continued improvement of your international management skills is due the last day of class (**December 14<sup>th</sup>**). Review your initial goal statement and your class notes. What have you accomplished in terms of the goals you set? What do you need to continue to work on?

**Class Participation Make-up Option:** Given the timing of this class in the midst of your hectic academic and professional efforts, I realize that other obligations may preclude attendance. However, for whatever reason you choose to miss more than one class, to be fair, your participation credit for that session will naturally be lower than for students who do attend. If you would like to “make up” an absence for class participation grade purpose, 1) notify me three days before the missing date, and 2) write a two-page, double-spaced summary of what you learned about that session’s topic from the readings and cases assigned for that day. Identify in the heading which session what topic the write-up addresses. Remember that quality matters, just as it does in general for class participation comments or assignments. Email the write-up to me no later than one week after the missed class. Please note that this option is intended for use by those with legitimate reasons for not being in class (e.g., illness, recruiting). If the flexibility is abused, I will suspend the option.

## **II. Movie and News Presentation (15%)**

Select a foreign movie from a country that your group is interested in. Watch and discuss the movie in a group. In your group presentation, provide a summary in which you briefly describe the movie and then analyze it to identify key underlying cultural themes (dimensions). Where your cultural interpretation is not straightforward you should back up your statements with evidence from the movie or real life. Additionally, you may comment on the extent to which the cultural dimensions you identified are consistent with or different from what has been described in your course readings, or you can contrast this foreign culture with American culture.

You may also integrate what is currently happening in that country with analysis of local and regional business environments. For reference materials, you should check the library and incorporate current events from popular press (recommend sources such as *Wall Street Journal*, *Business Week*, *The Economist*, *Fortune*, and *International Herald Tribune*), consult with the xxx Business School and our university international student clubs, consider interviewing classmates or friends.

You should choose your own groups (3-4 people per group) and let me know your preferred movie and country as soon as possible (by October 26<sup>th</sup> in class at the latest). Each group will make a 20-minute presentation to the class on **November 9<sup>th</sup>**.

## **III. Individual Papers (40%)**

You can choose to write **two** out of **three** case analysis and **two** out of **three** negotiation briefs, or any combo of four papers (**10% each**). If you write more than the required four, I will drop the one(s) with the lower grade(s).

Format for your individual papers are:

- Limit your discussion to 2-pages, double-spaced, excluding exhibits.

- Use 12-point font and 1-inch margins (on all sides) with the right margin unjustified
- Hand in your paper stapled.

I will grade your Case Analysis based on quality of the following content:

- Briefly state the problem (s) or central issue(s).
- Sketch out 2-3 (or all considered in the case) options that you considered (also briefly).
- What is your recommended course of action? Why?
- Support your recommendation with relevant case facts, concepts, and analysis.
- Give a brief description of how your plan will be implemented (by whom, when, how, etc.)
- Don't forget to mention a couple of risks of your plan (what can go wrong?).

For Negotiation Briefs, write an analysis of what took place during the negotiation. These statements should include: 1) an analysis of the key factors that you think explain what happened in this simulation and why, and 2) an assessment of the style, tactics, and performance of your negotiation opponent. These are due as noted below in the syllabus. You will provide a copy to your negotiation partner(s) and to me. These are to be turned in by email.

#### **IV. Nissan Simulation (35%)**

**A. Planning Document (5%).** You will learn throughout the course that preparation is an essential component of successful negotiations. Earlier in the class, we will discuss effective planning strategies. You should use the planning document you develop in preparation for all subsequent negotiations. You will then create your own planning document as you prepare for the Nissan simulation. As evidence of your preparation, you will hand in your planning document at the beginning of the first negotiation session **1:00pm, December 5<sup>th</sup>**.

**B. Group Presentation and Paper (30%).** On **December 14<sup>th</sup>**, each simulation group will do a 30-minute (maximum) presentation followed by a 5-minute Q&A session. A 30-page (maximum) group paper is due by **midnight December 17<sup>th</sup>**. Please consider covering the following components in your presentation and paper:

- A synopsis of the simulation outcome
- Differences in perspectives of
  - Major determinants of the outcome. Determinants should explain: a) why there was an agreement or no agreement, and b) if an agreement, why those terms were agreed upon.
  - Individual/team justifications of own decisions to agree or reject certain terms
- Other salient features/determinants of the negotiation process
- Evaluation of the negotiation outcome, pros and cons to different parties, loop holes, etc.
- Did any one/party get marginalized? Views from non-central actors

- Quick review of each party's strength and weakness as negotiator(s). A reflective, multi-point assessment is more important here than the number of strengths you identify.

Since group work is an integral part of the courses, there will be peer evaluations. Peer evaluation will be based on participation in the simulation as well as contribution to the group presentation and paper. In this fashion, those group members who are conscientious and hardworking will be rewarded for their efforts. Conversely, free-riding group members will be penalized. Peer evaluations will impact the grade via class-participation grade as well as group project grade.

Format for your group papers:

- Limit your analysis and discussion to 30 pages, double-spaced, excluding exhibits.
- Use 12-point font and 1-inch margins (on all sides) with the right margin unjustified
- Turn in your paper by email.
- Please include a cover sheet.
- Attach the full written, simulation outcome as an appendix.

## **V. Extra Credits (up to 5%)**

You can earn up to five extra credit points in the course by bringing in articles on international business negotiations in the popular press or interesting examples from movies, television shows, comic strips, etc. This input oftentimes results in enriched class discussions or further development of the course. All you need to do is hand in a copy of the article if it is in print. If you see a noteworthy example in a movie, just write a brief description of it, provide the name of the movie, and note when (approximately) the example occurs in the movie. The references must illustrate a concept from the course and you must write a few sentences describing it and how it relates to the concepts discussed in class. You will earn one extra credit point for each example you turn in.

## **CRITERIA FOR EVALUATING WRITTEN WORK IN THIS COURSE**

The papers you write for this class, like other forms of written communication produced by managers, should be precise, organized, logical, and appropriately supported. I look for the following when I read your papers:

- Your analysis should be thesis-driven, which is to say it should be perfectly clear to the reader what argumentative point you are making. Arguments should be justified using relevant readings and other class materials. References should be explicit and appropriately cited.
- Your analysis should be specific, with the rationale behind positions taken or refuted clear and un mistakeable. Minimize the possibility that the reader will think "I wonder why he/she thinks this..." Don't assume anything on the part of the reader.
- Incorporate the implications of your analysis. Go beyond the obvious to consider relevant tradeoffs in any course of action. What if your assumptions are wrong?
- Value the quality of your own ideas. Bring in your own creative thinking when possible. Avoid transparent, simplistic attempts to glue concepts onto applications.

- Pay attention to style. Papers should be thoughtfully organized, with main points clear, and the flow of argument easy to discern.

Papers due in this class should be precise, organized, logical, and appropriately supported. High grades are reserved for well-written papers that demonstrate a clear, in-depth, and sophisticated understanding of key processes and concepts. Here is a loose guide to what grades mean (pluses and minuses are used to shade evaluations upward or downward).

A = Superior analysis, organization, conceptual fluency, and expression

B = Good conceptual understanding and application

C = Limited fluency with concepts and/or application, or weak expression

D = Inadequate, but capable of improvement, given effort; sloppy presentation

F = Weak, incomplete, or perfunctory

All grading will be done anonymously by the Professor. For all papers, please put your name and the id number (usually the last four digits of your SS#) on a cover page, and just your id number on all subsequent pages.

***Any assignments/project submitted after the due date will be subject to grade penalization.***

**Final Grade:** There will be **no “curve”** in determining final grades. Final grades will be based on the following scale:

**Grade**

A	93% and above
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	Below 60%

***Policy on Late Assignments***

Deadlines for all assignments are listed in the attached course timeline. Assignments received after this deadline will be considered late, unless prior arrangements are made for an extension (see below). Late papers are penalized 5% for each day (24 hour period) beyond the due date.

***Extensions to Deadlines***

If you cannot make the scheduled deadline for an assignment, you must contact me within 24 hours PRIOR to the deadline in order to be considered eligible for an extension.

***Grade Grievance Procedure***

As you know from your organizational behavior class, there is a well established set of criteria that determine if a procedure is “fair.” Among these criteria are consistency, freedom from bias, and ability to appeal. With these criteria in mind, I have

established the following procedure for managing disagreements between you and me about evaluation of your work.

If you feel my evaluation of your performance was inaccurate or otherwise unfair, the following grievance procedure is available so that you may voice your complaint and make an appeal for a re-grade:

1. **Within ten (10) days** of receiving the grade, give me a **written appeal**. This appeal should clarify the reasons for your appeal – make a good case for why a different grade is warranted. Feel free to use email to deliver this appeal to me.
2. I will consider your appeal, make a decision, and notify you of my decision in writing within 5 days. In some cases, I may ask for a meeting to get clarification on the points of your appeal before making my final decision.
3. If you are still not satisfied with my decision, you may use university grievance procedures as the next step in the appeal process.

## EVALUATION OF INSTRUCTOR PERFORMANCE

Please let me know your experience in the class and give me your feedback on my teaching. Periodically, I will gather feedback about your experience in the class. You will be given an opportunity to evaluate how well I delivered on my accountabilities to you and the class via a **final course evaluation**. As a junior faculty, this evaluation is an important vehicle for providing feedback -- to both the Robinson College of Business administration and me.

Beyond evaluation of my performance, I **STRONGLY** encourage feedback to me throughout the course so that I can insure that you are getting a valuable learning experience. Please feel free to use any means you are comfortable with to give me feedback about any aspect of class -- make an appointment with me, leave a note for me, or send me an email. Anonymous or signed - feedback is always welcomed.

## OTHER COURSE ISSUES

### *Honor Code*

Students are bound by the Honor Code for all work completed in this course. The following specific guidelines relate to this class:

- Individual work is to be completed without the assistance of others
- Assignments identified as group work is to be completed by only members of the group
- Plagiarism also includes the use of previous years' materials, and is prohibited
- For formal written work, appropriate citations (in some consistent format) should identify contributions to arguments and analyses that draw on the work of others.
- The value of experiential activities in IB 8090 is diminished by prior knowledge or divulged information. Accordingly, the following related to negotiation simulations are breaches of the honor code:
  - Obtaining confidential role information for a role other than that to which you are assigned in a negotiation simulation.

➤ Providing confidential role information to a classmate not assigned to that role.  
Please ask if you have any questions regarding the Honor Code and how it applies to this course.

*Tentative Course Timeline (any changes to be announced in class):*

Week	Date	Topics	Case, Readings and Assignments
	Oct 19	Introduction to culture & Environments of IB	<b>*Take online “<u>Global Competence Inventory</u>” (see note below)</b> Case: McDonald’s Russia: Managing a Crisis Chapters 1, 3. Andrew & Tyson: The upwardly Global MBA Porter: The Competitive Advantages of Nations Hall & Hall: Key Concepts: Underlying Structures of Culture
		Social Responsibilities & Ethics	Case*: Royal Dutch/Shell in Nigeria (A). Chapter 2 Argenti: Collaborating with activists: How Starbucks works with NGOs
2	Oct 26	Organizing MNCs: Structure and Processes	<b>Goal Statement due</b> <b>Case #1 Write-up due (McDonald or Shell)</b> <b>Receive packets for Nissan Simulation</b> Chapter 8 Case*: Alpha Gearing Systems Shanghai. Osland & Bird: Beyond sophisticated stereotypes: Cultural sensemaking in context. Redding: “The Spirit of Chinese Capitalism” Graham & Lam: The Chinese Negotiation
		Leadership and Motivating the Global Workforce	Case*: Lincoln Electric: Venturing Abroad Chapter 11 Hastings: Lincoln’s Harsh Lessons from International Expansion Cassidy: Winners and Losers
Nov 1-3 Trip to DC			
3	Nov 9	Cross-Cultural Teams & Managing Knowledge	<b>Case #2 Write-up due (Alpha Gearing or Lincoln)</b> Case*: McKinsey & Company Exercise: GlobeSMART Chapter 4, 5 Saunders, Van Slyke, & Vogel: My time or Yours? Managing time visions in global virtual teams. Voelpel, Dous, & Davenport: Five Steps to creating a global knowledge-sharing system: Siemens’ ShareNet Javidan, Stahl, Brodbeck, & Wilderom: Cross-border transfer of knowledge: Cultural lessons from Project GLOBE.



Movie and News Presentations			
4	N o v 1 6	Basics of Cross-Cultural Negotiation	<b>Case #3 Write-up due (McKinsey optional)</b> <b>Receive materials for "Mouse"</b> Chapter 4, 5 "Negotiation Techniques" "Secrets of Power Negotiating" "The Negotiation Checklist" "Sources of Joint Gains in Negotiations" "Rethinking the Culture-Negotiation Link"
<b>HAPPY THANKSGIVING!!</b>			
5	No v 28 (1- 3:3 0)	Multi-party Cross-Cultural Negotiation	<b>Negotiation Brief #1 and #2 due</b> Weiss: Negotiating with Romans After Class: Prepare for Nissan Simulation
6	De c 5 (1- 3:3 0)	<b>Nissan Simulation Session I</b>	<b>Negotiation Brief #3 due (optional)</b> <b>Nissan Planning Document Due</b> Chapter 7 Serapio & Cascio: End games in international alliances. Goerzen: Managing Alliance Networks: Emerging practices of multinational corporations
	De c 7	<b>Nissan Simulation Session II</b>	<b>Receive Nissan Debriefing Packet.</b> <b>Agreements/Non-agreement brief Due by 5pm</b>
7	De c 14	Group Presentations & Grand Finale	<b>Final Goal Statement due</b> <b>Group paper due by midnight December 17<sup>th</sup></b>

**\*Global Competence Inventory (GCI): Instructions**

The *Global Competencies Inventory* (GCI) is designed to assess your personal qualities associated with effectiveness in environments where there are cultural norms and behaviors different from your own. This exercise may identify some personal qualities that were not previously recognized as strengths; it may also reveal some qualities that may lead to areas for personal growth and development. The information contained herein can provide a basis for future development and growth.

To take the GCI in English online, please go to the site below. Please note that the address is at a secure website (**https**) and that the "s" needs to be included in the "https" address.

<https://www.kozaieducation.org/corp/index.aspx>

1. Once on the site, select "English" and then on the next screen select the "Employee" button.

2. You will need to register to take the GCI. Click on the "Register" link, and then enter the required information. When you are finished, click on the "Register" button. You are then taken to a page that welcomes you to the site and states that you have successfully registered. Please select the "Continue" button.
3. You will then be taken to a screen that asks for a "Group ID" and other information. Please insert the following ID: **Alla\_0011** and then select "**Search.**" The rest of the form that currently appears blank will then fill in automatically. Then, click on the "**Continue**" button.
4. You will next be taken to a page that states, *Add New Test Step - 2/2. This page shows the protocol you are completing. Click the "Continue" button to proceed.* Select the "**Continue**" button beneath the above statement.
5. You are now on a screen that lists a variety of options. At the top of this page there may be a statement that **you should ignore** that reads: *"If you have just registered, click Add Test."* Instead, please click on the "**To Do List**" button. This in turn will take you to a screen that summarizes your Group and Assessment IDs. Click, '**Select**' at the front of your Group ID.
6. Begin taking the GCI by clicking on the "**Begin**" button. *Note: The website will save your answers automatically as you move through the GCI. If you need to leave the GCI and return to complete it later, your answers will be saved after you log out of the GCI website.* When you return later to finish the GCI, log in again, and be sure to click on "**In Progress List**" – this will take you back to your previous answers and will allow you to continue taking the GCI.
7. Upon finishing, you will see an notice that states:

*Congratulations! You have finished answering all the questions for the Global Competencies Inventory. Please click the 'DONE' button below and the system will record your answers and calculate your scores. You will then be returned to the main web page where you can retrieve your report by following the links to the "Completed Assessments List" area of this web site.*

You can then download your report at the "**Completed Assessments List**" area of this website.

## Appendix B6 International Business Negotiation

*Professor:* Dr. Jun Lei

*Office:* xxxx, xxx Building

*Voice/Fax:* xxx-xxx-xxxx /xxx-xxx-xxxx

*E-mail:* [xxx@xxxx.edu](mailto:xxx@xxxx.edu) (best way to reach me)

*Office Hours:* I am in the office most days during business hours. Please drop by or make an appointment. I will also be available in the classroom before class, during the break, and after class.

---

### REQUIRED MATERIALS

Required articles and cases:

Online Resources through Sharepoint (<http://myrobinson.xxx.edu>), including:

- a. Copyrighted materials at [www.Study.Net](http://www.Study.Net). You are **required** to pay the copyright fees for a number of the cases we will be using in the course. I will distribute some of these cases separately in class. Purchasing these copyrighted materials is a **requirement** to participate in the course. After the third class meeting, I will drop from the class roll any student who has not completed this task.
- b. Lewicki, R.J., Saunders, D.M., and Barry, B. (2010). Negotiation: Readings, Exercises and Cases (6th edition). Boston: Irwin/McGraw Hill.
- c. Lecture notes listed by week, assignment guidelines, and miscellaneous course materials.

Recommended Books:

- d. Fisher, Ury, and Patton (2011). Getting to Yes: Negotiating Agreement Without Giving in. Third Edition. Penguin Books.

**Communication:** Official announcements about the class will be sent ONLY to your student email address ( [...@student.xxxx.edu](mailto:...@student.xxxx.edu)). Please make sure to stay on top of the messages. **Please always include course number “IB8630” in the subject line when you email me.**

### OVERVIEW & OBJECTIVES

The purpose of International Business Negotiation is to help you understand the theory and processes of negotiation in a global setting. In addition to covering basic negotiation concepts, IB8630 will investigate issues that can be particularly troublesome in the global setting. These include: culture (the unique character of a social group) and how culture affects negotiators' interests and priorities and strategies, what to do when government is at the table, currency issues, and ethics.

IB8630 is designed to complement the technical and diagnostic skills learned in other courses at The xxxx College. A basic premise of the course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented in the global business environment.

Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their outcomes. Negotiating across cultures adds significant complexity to the process of negotiation. Not every culture negotiates from the same strategic perspective. The objectives of this course include:

- To learn to develop a strategic plan for negotiating that takes cultural differences into account. This objective is paramount because many important phenomena in negotiation, e.g., interests, power, fairness have different interpretations in different cultures. We cannot teach a set of formulas that will always maximize your outcomes regardless of what culture you are dealing with (although they should help).
- To gain a broad, intellectual understanding of a set of central concepts in negotiation as they apply in the cross-cultural context. These concepts are the building blocks of negotiation strategy and will become integral to planning for negotiations, negotiating, and evaluating the negotiation process.
- To develop confidence in your skills to negotiate beneficial transactions and resolve disputes in same and cross-cultural settings.
- To improve your analytical abilities for understanding the behavior of individuals, groups, and organizations in international competitive situations.

### **FORMAT**

The course is built around a series of negotiation exercises, cases, and debriefings. Almost all exercises require preparation in advance. Some exercises require students to prepare outside of class as a team either by phone or in person. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings.

The negotiation exercises involve role-playing. Role-playing is not acting. You will receive a packet of information you need to negotiate a scenario. In preparation, you will decide how to combine the information given with effective negotiation strategies to reach your target outcome. Then you will meet with the other parties (played by other students) and negotiate the case. In some exercises you may be assigned the role of another culture. In other words, the information you receive will include information on how someone from the culture you represent would approach the situation. While none of us can fully turn our culture on and off or “play” another culture, such perspective-taking exercises are effective tools for learning how people in other cultures negotiate and what you might encounter at a cross-cultural negotiation table.

In the debriefings, we will share the results of our negotiations and discuss strategies that worked and strategies that didn't. This course offers you an opportunity you won't find in

real world negotiations: to see the other side's outcome and the outcomes of others in your same role. The debriefings provide a unique environment for us to delve into what happened at the negotiation table and why it happened. Consequently, you should not agree to any deal you are not willing to share with the rest of the class.

### **Guidelines**

To best provide you with the opportunity to build and experiment with your negotiation skills in a variety of situations, we rely heavily on negotiation simulations, exercises, and roleplays in this course. Your learning, and the learning of your fellow classmates, relies on everyone being prepared, committed, and present for class. It is important that you follow the guidelines below:

**Take the negotiations and their preparation seriously.** Lack of preparation and conviction will result in a weaker learning experience for all involved.

**Attend all classes and be on time for class.** Since many simulations are run and debriefed on the same day, it is important to start the class on time. Also, the quality of your negotiation debriefs will be compromised by missing negotiators.

**Read only the material assigned for your role.** Do not read the private information for your negotiation partner, or allow your partner to read your information. During the negotiation, the extent to which you share your information is at your discretion. In order to ensure that information does not flow to students who take the course *after* you, take care not to lose role instructions.

**You may not make up facts or information** that materially changes the power distribution of the exercise. The valid information you have is what is written in the packet. Or, what is told to you by instructor. Any other information you tell the other team that you don't know to be true is a lie. Exaggeration is up to you...

**Do not discuss results or the simulations outside of class.** Others in your class (or another class) may still be negotiating or will negotiate the same case in the future. If they learn about your outcome, it will bias their results. Be careful – it is easy for people to overhear conversations in the hallways.

**Submit requested material on time.** Throughout the course you will be asked to submit preparation material, results, feedback statements, etc. at specific times. Please note at what time and whether they are to be submitted in class or via email. Lateness is unacceptable.

### **NEGOTIATION MECHANICS**

You will be assigned a role and partner(s) for each negotiation simulation. A separate handout will be provided that contains these assignments by number. You will be given

your negotiator number once the class roster is settled. For each negotiation simulation, keep the following in mind:

- Be sure to pick up the correct (color-coded) role instructions for your assigned role.
- Complete preparations—reading and planning—**before** the class in which a negotiation takes place. There will not be time allotted in class for preparation.
- If you must miss a simulation, notify me at least three days in advance, and either arrange to complete the negotiation at another time or else arrange for someone else to take your place in the negotiation. Missing more than one negotiation earns a course-grade penalty of a half grade for each miss (e.g., a B becomes a C for two misses).

### ***COURSE REQUIREMENTS & GRADING***

Try not to go through life thinking only about grades. The most important evaluation should be your self-evaluation. Did you learn in new areas? Did you develop new perspectives, clearer ways of thinking? If so, great! Meanwhile, the tradition of the university is that we give grades, so I will base your grade as follows:

<b>I. Participation</b>	<b>20%</b>
<b>II. Multimedia Case Presentation</b>	<b>20%</b>
<b>III. Individual Written Deliverables</b>	<b>25%</b>
Post negotiation briefs (2)	10%
Negotiate a non-negotiable	10%
Self reflection paper	5%
<b>IV. Nissan Simulation</b>	<b>35%</b>
Planning document	5%
Group presentation	10%
Group paper	20%
<i>Optional Extra Credit</i>	<i>up to 5%</i>
Total:	100%

#### **I. Participation (20%)**

**There are three components to your class participation grade: attendance, contribution in class discussion, goal statements, and planning documents. Each component is described below.**

**A. Attendance.** You are expected to participate in all negotiation exercises. You may miss one negotiation exercise without penalty if you notify me in advance (72 hours). Each miss beyond the one excused miss results in a penalty of one-half letter grade per miss. Failure to contact me in advance (72 hours) will result in a penalty of one-half letter grade. **Lack of preparation** for an exercise will be treated like an absence for that exercise. This strict policy is necessary because your classmates rely on your attendance for their educational experience, and because the professor must arrange logistics and pairings in advance.

You are expected to attend all class meetings during the time for which you are enrolled. You are expected to be on-time and prepared for class. Negotiations take place during the first part of the class. If you are not there when negotiations begin, I will assume that you will not be attending class and I will reassign your partner. This will count as an unexcused miss.

Many of the negotiation exercises are stylized versions of negotiations in the real world. You should treat the exercises as seriously as you would outside the classroom. If you are frivolous about what we do, you will learn less and limit your classmates' opportunities to learn. You should try to do well. You should not demean the exercises or the people with whom you negotiate. You should consider the consequences of your actions within the guidelines of the exercise and what they might be in actual professional situations.

**B. Random collection of planning document.** Beginning from the third class, you are expected to prepare a planning document for each negotiation exercise. I may randomly ask to see your planning document.

**C. Goal Statement.** A 1-2 page preliminary statement of goals for yourself in this class is due at the beginning of class on **January 23**. Discuss your international negotiation experience, strengths, and weaknesses and set some specific goals for this semester.

## **II. Multimedia Case Presentation (20%)**

In groups of 3-4 people, you should prepare a 20-minute class presentation on an international negotiation case from multimedia sources. 1) Identify an international negotiation case from news reports, fictions, films, TV series, etc.; 2) Analyze key players, their positions and interests, and strategies in the negotiation, as well as cultural factors that might have influenced the negotiation; 3) Present your evaluations of the outcome and lessons learned from the case. You should choose your own teams and let me know your case as soon as possible (by **Feb 5** the latest). Each group will make a 20-minute presentation to the class on **February 19**.

## **III. Individual Written Deliverables (25%)**

### **A. Post Negotiation Briefs (10%)**

You can choose to write **two** out of **four** analysis/feedback briefs for the **two-party negotiations**. If you write more than two briefs, I will only count the two highest scores

toward your final grade. Write a brief (keep it about 500 words) analysis of what took place. These statements should include: 1) an analysis of the key factors that you think explain what happened in this simulation and why, and 2) a feedback assessment of the style, tactics, and performance of yourself and your negotiation opponent. These are due as noted below in the syllabus. You will provide a copy to your negotiation partner(s) and to me. These are to be turned in by email. See “Assignment” Folder on Sharepoint for more details and guidelines.

### **B. Negotiating a Non-negotiable (10%)**

This assignment will challenge your thinking about what is and is not negotiable. The assignment is to negotiate for something that is typically not negotiable. It could involve a product or service that typically has a set price, or a rule or policy that is “set in stone.” You will write up a 1-2 page, single-spaced description and analysis of the negotiation. Make sure to include what you negotiated for and the basis by which it is typically considered non-negotiable, your strategy going into the negotiation, what unfolded in the negotiation, and an analysis of whether you thought you were successful. If you were not successful on your first attempt, please make a second attempt and compare/contrast the two approaches that you used. It is important that you do not report on a previous negotiation since I want you to exercise your newly honed negotiation skills and analytics. The paper is due on **March 26** and we will discuss some of the ideas generated from these papers in class. See “Assignment” Folder on Sharepoint for more details and guidelines.

### **C. Self Reflection Paper (5%)**

(About 2 pages, single-spaced) – Compare to your preliminary goals, discuss what you have learned in the class on international negotiation, your own strengths and weaknesses, and set some specific goals for continued improvement of your international negotiation skills. What have you learned about yourself as a negotiator? What do you need to continue to work on? Due **8:00am on April 25**.

## **IV. Nissan Simulation (35%)** See “Nissan” Folder on Sharepoint for core case and more guidelines.

**A. Planning Document (5%).** You will learn throughout the course that preparation is an essential component of successful negotiations. Earlier in the class, we will discuss effective planning strategies. You should use the planning document you develop in preparation for all subsequent negotiations. You will then create your own planning document as you prepare for the Nissan simulation. As evidence of your preparation, you will hand in your planning document at the beginning of the first negotiation session **on April 2**.

**B. Group Presentation (10%) and Paper (20%).** On **April 23**, each simulation group will do a 30-minute (maximum) presentation followed by a 5-minute Q&A session. A 30-page (maximum) group paper is due by **April 23**. Please see the “Guidelines” file in the Nissan Folder for more details.

**Optional. Extra Credits (up to 5%)**



You can earn up to five extra credit points in the course by bringing in articles on international business negotiations in the popular press or interesting examples from movies, television shows, comic strips, etc. This input oftentimes results in enriched class discussions or further development of the course. All you need to do is hand in a copy of the article if it is in print. If you see a noteworthy example in a movie, just write a brief description of it, provide the name of the movie, and note when (approximately) the example occurs in the movie. The references must illustrate a concept from the course and you must write a few sentences describing it and how it relates to the concepts discussed in class. You will earn one extra credit point for each example you turn in. The deadline for extra credit submission is **March 26**.

**Final Grade:** Final grades will be based on the following scale

A +	>97	B +	87- 89.9 9	C +	77- 79.9	D	60- 69.9 9
A	93- 96.9 9	B	83- 86.9 9	C	73- 76.9 9	F	Belo w 60
A -	90- 92.9 9	B -	80- 82.9 9	C -	70- 72.9 9		

**Grading Issues:** I believe your effort should be focused on internalizing the material of this and other classes rather than on your grades, which are not the main subject of job interviews. Nevertheless, if you have a disagreement with a grade received on an item, submit your comments in writing no later than 24 hours after the item is sent back to you. Attach the original assignment that I graded. Your comments should address specifically why you disagree with the grade and why your answer deserves more credit than it received. I will respond to you within one week.

According to university policy, a final course grade can only be changed in case of clerical error in recording or reporting the grades. Policy prohibits course grade changes on the basis of a reevaluation of a student's work or in consideration of additional work.

**Late Assignments:** out of fairness to fellow students, class assignments that are submitted late, except in the most extraordinary of verifiable circumstances, will receive no credit.

## HONOR CODE

Students are bound by the Honor Code for all work completed in this course. The following specific guidelines relate to this class:

- Individual work is to be completed without the assistance of others
- Assignments identified as group work is to be completed by only members of the group

- Plagiarism also includes the use of previous years' materials, and is prohibited
- For formal written work, appropriate citations (in some consistent format) should identify contributions to arguments and analyses that draw on the work of others.
- The value of experiential activities in IB8630 is diminished by prior knowledge or divulged information. Accordingly, the following related to negotiation simulations are breaches of the honor code:
  - Obtaining confidential role information for a role other than that to which you are assigned in a negotiation simulation.
  - Providing confidential role information to a classmate not assigned to that role.

Please ask if you have any questions regarding the Honor Code and how it applies to this course.

### Disability Accommodation

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to the Global Partners administration and indicate all classes in which an accommodation is sought.

*Note: The course syllabus provides a general plan for the course; deviations may be necessary.*

## Course Schedule

\*Readings are available on xxx Library eRes, Sharepoint, or handed out at a previous date.

### **Session 1 – Jan 9: Introduction to Culture and Negotiation**

*Simulation:* Alpha Beta

*To do after class:* Prepare for Goal Statement

*Readings after class:*

- Richtel, M. (2008, Mar 23). Even at megastores, hagglers find no price is set in stone. *New York Times*, pp. A.1-A.1.
- Stuart, A. (2006). This is not a game: Top sports agents share their negotiating secrets. *Cfo Magazine*, Jan 22(1), 54.

---

### **Jan 16: MLK Day. No Class. Read “Getting to Yes”**

---

### **Session 2 – Jan 23: Basics of Negotiation**

Due: Goal Statement

*Simulations:* GTechnica-Accel Media, Sally Soprano

*To do after class:* First Negotiation Brief due by email by 4:00 pm on Jan 30

*Receive and prepare after class:* Cartoon Role

*Readings after class:*

- Book “Getting to Yes” Chapters 1-6

- Simons, T., & Tripp, T. (1997). The negotiation checklist. *Cornell Hospitality Quarterly*, Feb 38(1), 14-23.

### **Session 3 – Jan 30: Integrative Negotiation**

Due: Brief for GTechnica or Sally Soprano

*Simulation: Cartoon*

*To do after class:*

Second Negotiation Brief due by email by 4:00 pm on Feb 6

Conduct Job Offer Negotiation via phone or email, agreements due by 5:00pm on

Sunday

*Receive and prepare after class: Job Offer Role*

*Readings after class:*

“Background Information for Job Offer Case” (in week3 folder on Sharepoint)

Start reading Nissan core case (in Nissan folder on Sharepoint)

### **Session 4 – Feb 6: Job Negotiation**

Due: Brief for Cartoon

*Fishbowl Simulation: Job Offer*

*Receive and prepare after class: Mouse Role*

*Readings after class:*

- Lancaster, H. (1998, Sep 01). Some ways to prepare yourself and your boss for talks about a raise. *Wall Street Journal*, pp. B.1-B1.
- Webber, A.M. (1998, Oct31). How to get them to show you the money. Fast Company,
- Robinson, R.J. (1995, July). Defusing the Exploding Offer: The Farpoint Gambit. *Negotiation Journal*, 2(3), 277-285.

### **Session 5 – Feb 13: Multiparty Negotiation**

Due: Brief for Job Offer (optional)

*Simulation: Mouse*

*Prepare after class: Multimedia Case Presentation*

*Readings after class:*

*Readings after class:*

- Weiss, S. E. (1994). Negotiating with "Romans"--Part 1. *Sloan Management Review*, winter 35(2), 51-61.
- Weiss, S. E. (1994). Negotiating with "Romans"--Part 2. *Sloan Management Review*, spring 35(3), 85-99.
- Timmermans, A. (2006). Standing apart and sitting together: Enforcing coalition agreements in multiparty systems. *European Journal of Political Research*, Mar 45(2), 263-283.
- Vanover, Margo. (1980, Dec). Get Things Done through Coalitions. *Leadership* (American Society of Association Executives), 24-28.

### **Session 6 – Feb 20: Multimedia Case Presentations**

*Receive and prepare after class: Paradise Project Role*

*Decide roles for Nissan Simulation*

---

## Feb 27 Enjoy Spring Break!

---

### Session 7 – March 5: Dispute Resolution

*Simulation:* Paradise Project

*Receive and prepare after class:*

Conflict Styles

Nissan Simulation core case and individual role packet

Non-Negotiable paper

*Readings after class:*

- Ury, W.L., Brett, J.M., & Goldbert, S.B. (1988). Three approaches to resolving disputes: Interests, rights, and power. Chapter in Ury, Brett, Goldberg, *Getting Disputes Resolved* (pp. 3-19). New York: Jossey-Bass. [Call Number: HD42 .U79 1988]
  - Lewicki, R.J., Hiam, A. & Olander, K.W. (1996). Selecting a strategy. Chapter in Lewicki, Hiam, & Olander, *Thinking before you speak* (pp. 54-75). New York: John Wiley & Sons, Inc. [HD58.6 .L494 1996]
- 

### Session 8 – March 12: Persuasion and Ethics

*Case:* 12 Angry Men

*Prepare after class:*

Wyoff China Lu Quan Case (available at [www.study.net](http://www.study.net) )

Nissan Simulation core case and individual role packet

Non-Negotiable paper

*Readings after class:*

- Graham, J. L., & Lam, N. (2003). The Chinese Negotiation. *Harvard Business Review*, Oct 81(10), 82-91.
  - Cialdini, R. B. (2001). Harnessing the Science of Persuasion. *Harvard Business Review*, Oct 79(9), 72-79.
  - Conger, J. A. (1998). The Necessary Art of Persuasion. *Harvard Business Review*, May 76(3), 84-95.
  - Richardson, B. & Martin, J. (May, 27 1996). How to negotiate with really tough guys. *Fortune*,
  - Adler, R. S. (2007). Negotiating With Liars. *MIT Sloan Management Review*, summer 48(4), 69-74.
- 

### Session 9 – March 19: Joint Venture Negotiation

*Case:* Wyoff China Lu Quan Case (available at [www.study.net](http://www.study.net) )

*Prepare after class:*

Nissan Simulation core case and individual role packet

Non-Negotiable paper due at 4:30pm on March 26

*Readings after class:*

- Serapio Jr., M. G., & Cascio, W. F. (1996). End-games in international alliances. *Academy Of Management Executive*, Feb 10(1), 62-73.

- Goerzen, A. (2005). Managing alliance networks: Emerging practices of multinational corporations. *Academy Of Management Executive*, May 19(2), 94-107.
- Brett, J. M., Friedman, R., & Behfar, K. (2009). How to Manage Your Negotiating Team. *Harvard Business Review*, Sep 87(9), 105-109.

### **Session 10 – March 26: Challenging Assumptions and Non-Negotiable**

*Last day to consider extra credit pieces*

*Discuss non-negotiable experiences and lessons*

*Prepare after class:*

Nissan Simulation planning document due at 4:30 on April 2

### **Session 11 – April 2: Nissan Simulation Part 1**

Due: Planning document

### **Session 12 – April 9: Nissan Simulation Part 2**

### **Session 13 – April 16: Nissan Simulation Part 3**

### **Session 14 – April 23: Nissan Debriefing and Finale**

Dues:

Nissan paper due at midnight by email

Nissan simulation peer evaluations due by 8:00am on April 25

Individual reflection paper due by 8:00am on April 25

*Further Readings:*

- Ertel, D. (2004). Getting past yes. *Harvard Business Review*, Nov 82(11), 60-68.
- Sebenius, J. K. (2001). Six habits of merely effective negotiators. *Harvard Business Review*, Apr 79(4), 87-95.
- Messmer, M. (2006). Seven Strategies for Negotiating Success. *Journal Of Accountancy*, August 202(2), 34-37.

### STATEMENT OF UNDERSTANDING

I understand and agree to the following points:

- IB 8630 is a course in which students have a responsibility for the learning of their classmates.
- If I am poorly prepared to negotiate, my classmates' class experience suffers.
- If I miss class with no advance notice, one or more of my classmates will lose an opportunity to negotiate.
- Because students have a responsibility for the learning of their classmates, classmates will have input regarding my course grade through peer evaluations in group negotiation.
- I will pay the required copyright fees to Study.Net. I will keep the roles that are assigned to me confidential. This includes not photocopying them or sharing them with possible future students in IB 8630.
- I understand that negotiation situations may become intensely personal, and I agree not to conduct the negotiations in a hostile or threatening manner, regardless of the frustrations or emotions I feel.

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Signature \_\_\_\_\_  
(Keep this page for your record.)

### STATEMENT OF UNDERSTANDING

I understand and agree to the following points:

- IB 8630 is a course in which students have a responsibility for the learning of their classmates.
- If I am poorly prepared to negotiate, my classmates' class experience suffers.
- If I miss class with no advance notice, one or more of my classmates will lose an opportunity to negotiate.
- Because students have a responsibility for the learning of their classmates, classmates will have input regarding my course grade through peer evaluations in group negotiation.

- I will pay the required copyright fees to Study.Net. I will keep the roles that are assigned to me confidential. This includes not photocopying them or sharing them with possible future students in IB 8630.
- I understand that negotiation situations may become intensely personal, and I agree not to conduct the negotiations in a hostile or threatening manner, regardless of the frustrations or emotions I feel.

**Date** \_\_\_\_\_

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**(Please sign and turn in this page by January 23<sup>rd</sup> at the beginning of class.)**

## **Appendix B7 Business in Asia**

Fall 2004

Monday/Wednesday 4:00-5:15 p.m. Room 434

### **IBUS. 442 Business in Asia**

Professor: Jun Lei, Ph.D

Office: xxx, xxxx Building

Voice/Fax: xxx-xxx-xxxx

Email: [xxx@xxx.edu](mailto:xxx@xxx.edu)

Office Hours: Tuesday 2:00 –4:00 p.m. Also, I am in the office most days. Please drop by or make an appointment.

### **Course Description**

---

Modern management theories and practices were developed predominantly in the West, first in Europe and then in the US. Before 1970s, the economic power of the West dominated the world, and western management theories and practices were thought to be ideal and universally effective. The rise of economic power of the East Asian countries has drawn into question these beliefs and assumptions. Research in cross-cultural management further reveals that western management ideology is based on a set of narrow cultural assumptions and developed in a specific social, political, economic context. Although this ideology is useful, it is by no means universal and will surely require significant adaptations to be applicable to other societies.

Meantime there is an increasing awareness that management cannot be separated from its context. A successful management technique that works wonders for one company in one country during one period of time (such as the life-time employment system for Toyota in Japan in 1970s) may not work for the same company in a different country, or even in the same country at a different time. As far as this course is concerned, we will focus on the underlying social, cultural forces that differentiate Asian societies from the West. This of course will not preclude us from considering other important political or economical factors that interact with cultural forces to influence managerial and organizational effectiveness. We will consider these factors



whenever they are relevant.

The overall goal of this course is to equip you with an in-depth understanding of how cultural and institutional forces affect management processes and effectiveness in Asian contexts. We will study Asian businesses to learn how they are managed, why they have succeeded, and what challenges lay ahead. We will analyze the experiences of foreign invested companies in Asia to learn what difficulties they encounter in working with Asian partners and managing Asian labor force, how they adapt their management practices to Asia, how successful these adaptations are, and what lessons we can draw. We will examine the transformation of indigenous Asian enterprises and assess how they fare in Asian markets and what challenges lie ahead. After you take this course, you are expected to learn:

- 1) The social, cultural heritages of East Asia as they influence management practices in the Asian context;
- 2) How Asian businesses operate, why they are successful, and what challenges they face now and in the future;
- 3) The current social/economic/institutional environments of Asia, and how they affect foreign-invested as well as indigenous firms;
- 4) Differences between Eastern management and other management systems;
- 5) Effective management practices in Asian contexts.

### **Longer-term Targets**

---

Through an analysis of Asian businesses, the course aims to move from a comparative to an integrative perspective that considers Asian business as a basis for rethinking the structure and possibilities of enterprise in the new global economy. More broadly, the course will introduce a way of thinking that goes far beyond simply enabling one to do business with the Asians. The integration of Eastern and Western business concepts and practices can lead to expansive thinking about the structure and possibilities of enterprise in the new global economy. Building on in-depth understanding of Eastern and Western business practices, we will explore a new global enterprise system. It is hoped that fostering such a global perspective will benefit participants' business careers and personal endeavors alike.

- Challenge participants' most basic assumptions or presuppositions about business by introducing them to business cultures and institutions that differ radically from those in the US.
- Examine the business implications of cultural differences in Asian cultures.
- Stimulate global, "integrative" thinking to gain a new perspective in a rapidly changing and interconnected business world.
- Develop a framework for a new global enterprise system.
- Build a learning community through intense interactions among all members of the class.

### Course Materials

---

1. Sonia El Kahal. (2002). *Business in Asia-Pacific: Text and Cases*. Oxford University Press. ISBN: 0198782195.
2. Readings and exercise materials to be handed out in class.
3. Further Readings that may help with Assignments and Projects:
  - Culture and Lifestyle in Modern Asia.
  - James Watson, ed., *Golden Arches East* (Stanford: Stanford University Press, 1997)
  - John Dower, "Fear and Prejudice in US-Japan Relations," *Ethics and International Affairs* 3 (1989)
  - Sam Huntington, "The Clash of Civilizations," *Foreign Affairs* 72 (Summer 1993)
  - Fareed Zakaria, "Culture is Destiny: A Conversation with Lee Kuan Yew," *Foreign Affairs* 73 (Mar/Apr 1994) p. 109-26
  - Kim Dae Jung, "Is Culture Destiny? The Myth of Asia's-Anti-Democratic Values," *Foreign Affairs* 73 (Nov/Dec 1994) p. 189-94
  - Funabashi, Yoichi, "The Asianization of Asia," *Foreign Affairs* 72 (Nov/Dec 1993) p. 75-85
  - Thomson et al., *Sentimental Imperialists: The American Experience in East Asia* (NY: Harper and Row, 1981)
  - Lincoln, *Japan: Facing Economic Maturity*
  - Gerlach, *Alliance Capitalism*
  - Bruce Cumings, *Korea's Place in the Sun* (Norton, 1997)

### The Japanese Company

Clark, *The Japanese Company*

Yoshimura and Anderson, *Inside the Kaisha*, especially Ch. 1, "The Making of a Salaryman," and Ch. 9, "Gaishi Salaryman: The Outsider's Perspective" (On reserve in Feldberg)

Cole, *Japanese Blue Collar: The Changing Tradition*

Rohlen, *For Harmony and Strength: Japanese White Collar Organization in Anthropological Perspective*

Yoshino and Lifson, *The Invisible Link: Japan's Sogo Shosha and the Organization of Trade*

### The Korean Company

Donald Kirk, *Korean Dynasty: Hyundai and Chung Ju-yung* (ME Sharpe, 1995)

Choong Soon Kim, *The Culture of Korean Industry: An Ethnography of Poongsan Corporation* (Tucson: University of Arizona Press, 1992)

Roger L. Janelli, *Making Capitalism: The Social and Cultural Construction of a South Korean Conglomerate* (Stanford: Stanford University Press, 1993)

### Manufacturing

HBS Case on Daewoo Shipbuilding, 9-695-001 (CP)

Cusumano, *The Japanese Automobile Industry: Technology and Management at Nissan and Toyota*

Garvin, *Managing Quality*

Chapters on Japanese Quality Control

### Government-Business Relations

Johnson, *MITI and the Japanese Miracle*

Okimoto, *Between MITI and the Market*

Calder, *Strategic Capitalism*

Stephan Haggard, *Pathways from the Periphery* (Ithaca: Cornell University Press, 1991)

### The Financial System in Japan

Taggart Murphy, *The Weight of the Yen*

Kester, Japanese Takeovers

The Asian Financial Crisis of 1997

Robert Wade, "The Asian Debt-and-Development Crisis of 1997-? Causes and Consequences,"

World Development (August 1998)

David Asher, "[What Became of the Japanese "Miracle"](#) Orbis, 40 (Spring 1996) p. 215-34

Background on China

"The Death of Gradualism," and "City Life" in The Economist Survey of China 1997

Jonathan D. Spence, *The Search for Modern China* (Norton)

Nicholas D. Kristoff and Sheryl Wu Dunn, *China Wakes* (Vantage),

Kenneth Kieberthal, *Governing China*, (Norton)

Mann, *Beijing Jeep*

The Philippines and Southeast Asia

Stanley Karnow, *In Our Image: America's Empire in the Philippines*

Alfred McCoy, *An Anarchy of Families*

Walter Hatch and Kozo Yamamura, *Asia in Japan's Embrace: Building a Regional Production Alliance* (New York: Cambridge University Press, 1996),

Websites About Korea

2002 World Cup: <http://www.2002worldcupkorea.org/>

American Chamber of Commerce in Korea: <http://www.amchamkorea.org/>

Korea Finance: <http://mypage.channeli.net/huntkim/default.htm>

Nautilus Institute: <http://www.nautilus.org>

Bank of Korea: <http://www.bok.or.kr/>

US Embassy: <http://www.usia.gov/posts/seoul/>

Great Links: <http://www.duke.edu/~myhan/B SKAS.html>

Korea Herald: <http://www.koreaherald.co.kr/>

US Embassy in Seoul: <http://www.usia.gov/posts/seoul/>

The US State Department: [www.state.gov](http://www.state.gov)

South Korean Ministry of Finance and the Economy: [www.mmmofe.go.kr](http://www.mmmofe.go.kr)

#### Websites About Japan

Japan Times Archive: [http://dailynews.yahoo.com/headlines/world/asian/\(Japan Times](http://dailynews.yahoo.com/headlines/world/asian/(Japan Times)

Bank of Japan: <http://www.boj.or.jp/en/index.htm>

Japan Development Bank: <http://www/jdb.go.jp/index e.html>

Japan External Trade Organization: <http://www/jetro.go.jp/top/index.html>

Keidanren: <http://www.Keidanren.or.jp>

Tokyo Stock Exchange: <http://www/tse.or.jp/eindex.html>

Cabinet: find names and affiliations of cabinet members:

<http://www.ntt.co.jp/japan/GOV/cabinet/cabinet.html>

Constitution of Japan in English: <http://www.ntt.co.jp/japan/constitution/english-Constitution.html>

Liberal Democratic Party: <http://www.jimin.or.jp/jimin/english/e-index.html>

Democratic Party: <http://www.dpj.or.jp/english/index.html>

US Embassy in Tokyo: <http://www.usia.gov/posts/tokyo>

#### Websites About Asia

Far Eastern Economic Review: <http://www.feer.com/>

Asiaweek: <http://cnn.com/ASIANOW/asiaweek>

#### Southeast Asian Websites

Makati Business Club: <http://globe.com.ph/~mbc/welc.htm>

Ayala Group: <http://www.ayala-group.com/default.html>

US Embassy in Manila: <http://www.usia.gov/posts/manila>

Asian Institute of Management: <http://www.aim.edu.ph/>

Singapore Straits Times: <http://straitstimes.asia1.com>

Taiwan Central News Agency Archive: <http://headlines.yahoo.com/abc/taiwan/>

#### Websites About China

China Today: <http://www.chinatoday.com/>

People's Daily: <http://english.peopledaily.com.cn>

US Embassy in Beijing: <http://beijing.usembassy.gov/>

US Consulate in Hong Kong: <http://hongkong.usconsulate.gov/>

ISI Emerging Markets (must be on Dartmouth campus): <http://site.securities.com/>

The US-China Business Council: <http://www.uschina.org/china-statistics.html>

The official website of the 2008 Olympics: <http://www.beijing2008china.com/default.htm>

Beijing Scene Magazine: <http://www.beijingscene.com/cissue/>

SH.com (Shanghai): <http://www.sh.com/>

Shanghai Post: <http://www.shanghaipost.com/>

## CLASS

---

The course is shaped by the belief that all class participants—including the professor—are “learning partners” in the process of creating and accumulating knowledge, from philosophy to theory/concept to practice. The course is therefore a collaborative investigation of modern Asian business, its cultural underpinnings, and implications for managing global enterprise in general.

Asking the right questions is the key to strategy, business management, research, and case analysis. I will try to help you develop a strategic-question mindset that will ultimately benefit both their business and personal endeavors.

This course has the following distinct features. First, it will require your intense involvement throughout the course. You are encouraged to “get your hands dirty” in order to engage in the intellectual inquiry and business application. Second, I consider my role as that of a coach in helping the class complete its learning. I will try to interact closely and informally with each of you throughout the term.

The success of the class depends on each participant pulling his or her own weight, in both the individual facilitation, project and the group-led classwide discussions. Knowledge building is a group effort, and information derived from projects may be used for future research activities.

Contributions from the class in this regard will be fully acknowledged.

Along the same lines, the whole class is built on mutual trust and help among the class participants. Peer review and support are important contributors to intellectual progress and are highly encouraged—and required—in this class.

## Grading

---

Try not to go through life thinking only about grades. The most important evaluation should be your self-evaluation. Did you learn in new areas? Did you develop new perspectives, clearer ways of thinking? If so, great! Meanwhile, the tradition of the university is that we give grades, so I will base your grade as follows:

Class Participation/Facilitation 20%  
 Individual Case Write-up 20%  
 Film Festival Paper 10%  
 Field Project Presentation 10%  
 Field Project Written report 20%  
 Final Take-Home Exam 20%

## Course Requirements

1. Class Participation. This includes attendance and in-class participation. Everyone is expected to read the reading assignments beforehand and ready to contribute to the collective learning of this class. In general, each week the class will explore a given topic through two different approaches: case study (Monday) and participant-led discussion (Wednesday). Everyone will be responsible for facilitating two discussions and will submit a report the following week based on the discussion. The writing assignments and the guidelines for the in-class discussions will be assigned separately.
2. Individual Case Write-up and Facilitation. Each individual is required to analyze TWO cases. For each case, you need to turn in a case write-up and make a 15-minute presentation to class. Two individuals will present each case and then follow by mutual exchanges and discussion, which involves the entire class. The body of your case write-up should be no more than 5

pages, double-spaced. You will be given a set of questions in advance to guide your analysis of the case situation. The case write-up will be graded based on the following criteria:

- a. **Effective analysis.** The critical ingredient of your case write-up is an incisive analysis of the issues. You should support your conclusions with clear logic, facts in the case, and relevant concepts you have learned from the course.
- b. **Recommendations.** Based on your analysis of the case, your case report should provide a set of recommendations for the management. Good recommendations are specific, action-oriented, internally consistent, and of good business sense.
- c. **Writing and presentation.** As the report is an exercise in communication, it should be clearly written, concise, and well organized.

3. **Film Festival Paper.** One film if done by individual or two films if done by 2-3 person groups. Rent, watch, and write about one or more feature-length films as case studies in Asian culture. Your review essay should do more than simply description of the culture. An excellent paper will adopt some analytic theme, such as comparing/contrasting multiple films, or perhaps assessing how culture are portrayed in relation to the context of relevant real-life interpersonal/inter-organizational situations, or possibly providing an in-depth treatment of a particular character, or some other themes you come up with. Also, think about how to these cultural themes may apply to business operations and market implications.

Here is a list of possible films from which to choose:

- Eat Drink Men Women (Taiwan, 1994)
- Last Emperor (France, Italy, UK, 1987)
- Monsoon Wedding (2002, India)
- Beijing Bicycle (2000, China)
- Shower (1999, China)
- Color of Paradise (Iran, 1999)
- Safar e Ghandehar (2001) (aka "Kandahar," Iran/France, 2001)

Many other films are possible; please clear films not on this list with me beforehand. For more information on these or just about any other film (plot summary, reviews, cast information, etc.), check out the exhaustive Internet Movie Database at <http://us.imdb.com/>.

4. **Field Project.** The project will be carried out by 2-3 person groups. The focus of your project should be on the application and hands-on empirical investigation of how firms actually adapt



to the changing environment in the Asian market (one or more countries). Please select a company that has a major operation in Asia and then analyze their PRESENT management challenges. The company you select can be a multinational firm that has established an operation in Asia or an indigenous firm in transition. In your report, you should discuss: a) What management problems does the company face in its Asian operation? b) What are the underlying reasons (both internal and external) for these problems? c) What recommendations do you offer to the management to address these problems? The written report should be about 15 double-spaced pages in length, excluding references and appendices. A 2-page progress report is due on October 4th. Your draft report is due on November 15th. The final report is due on December 1st. To share your learning with your classmates, you are to give 20-minute presentation of your field project on November 29th.

5. Final Exam. There will be one final, take-home exam in this course. Details to come later.

All grading will be done anonymously by the Professor. For all papers, please put your name and the id number (usually the last four digits of your SS#) on a cover page, and just your id number on all subsequent pages.

*Any assignments/project submitted after the due date will be subject to grade penalization.*

**Final Grade:** Final grades will be based on the following scale

**Grade** % from 1000 points

A 90% and above

B+ 87-89.9%

B 80-86.9%

C+ 77-79.9%

C 70-76.9%

D+ 67-69.9%

D 60-66.9%

F Below 60%

Grades for the class will be assigned according to the percentage distribution outlined above. At any time during the semester you may inquire about your participation score, and I will tell you how you are doing compared to other students in the class. In the event of a grading dispute -

which would most likely occur following the midterm or the final project - the procedure is as follows:

- (1) Think hard about why you believe your grade should have been different.
- (2) Write down the reasons why you believe your grade should be changed.
- (3) Give me the written explanation, and I will respond to it as quickly and fairly as possible.

**Extra Credits:** You can earn up to two extra credit points in the course by bringing in articles on business in Asia in the popular press or interesting examples from movies, television shows, comic strips, etc. this input oftentimes results in enriched class discussions or further development of the course. All you need to do is hand in a copy of the article if it is in print. If you see a noteworthy example in a movie, just write a brief description of it, provide the name of the movie, and note when (approximately) the example occurs in the movie. The references must illustrate a concept from the course and you must write a few sentences describing it and how it relates to the concepts discussed in class. You will earn one extra credit point for each example you turn in.

### **EXPECTATIONS**

To achieve course objectives, each of us must commit ourselves to dedicated learning. One key to acquiring knowledge and understanding is involvement. You will want to participate in all aspects of this course actively, responsibly, cooperatively, competently, and in a timely manner. As an active participant in organizations, you also are expected to bring your externally acquired knowledge and experience into the classroom and to constructively share your insights. As instructor, I will primarily serve as a facilitator, co-learner, and guide, in this largely experiential learning process. Performance assessments will reflect these expectations. Assigned projects need to be finished in a timely manner.

Contribution to group/class discussion must be active and constructive. Also, I think it is important to say formally that I would like you to turn off your cell phones when you are in class. It is fine to be “disconnected” from the world for an hour and fifteen minutes twice a week. I will keep your phone up to 2 weeks for each violation.

### **HONOR CODE**

Students are bound by the honor code for all work completed in this course. I draw your attention to some specific guidelines related to IBUS 442:

- Individual tasks are completed without the assistance of others.
- For the group project, I expect all members of the group will have contributed.
- For formal written work, appropriate citations (in some consistent format) should identify contributions to arguments and analyses that draw on the work of others.
- The value of experiential activities in IBUS 442 is diminished by prior knowledge or divulged information. Accordingly, the following are breaches of the honor code:
  - Obtaining confidential role information for a role other than that to which you are assigned in a negotiation simulation.
  - Providing confidential role information to a classmate not assigned to that role.

#### TENTATIVE COURSE SCHEDULE AND READING ASSIGNMENTS

Week	Date	Topic	Readings and Assignments
1	8/23	Welcome!	Course overview and Introduction of culture.
	8/25	Overview of Asian culture and management	Chapter 6
2	8/30	Political, Economic Context, and Ethics	Nike: Ethical Dilemmas of FDI in Asia Pacific
	9/1		
3	9/6	Labor Day. No class.	
	9/8	Social-Cultural legacies	“The Spirit of Chinese Capitalism” (hand out)
	9/11	Cross-Cultural simulation “Bafa-Bafa” with Professor Kostova’s Class	Additional Class Session (to make up 9/6 and 10/13). Daniel Management Center, 8 <sup>th</sup> floor, MSB.
4	9/13	Social Relations	Dell: Direct Selling in Asia Pacific
	9/15		
5	9/20	Social and Organizational	An Emerging Regional Manufacturing

	9/22	Network	network in South East Asia: Samsung
6	9/27	Motivation & Management	Matsushita: Putting the Employee First
	9/29	Philosophy	
7	10/4	Leadership and Change.	Ireka Construction Berhad: A Chinese Family Business Goes Public
	10/6		
8	10/11	Life in Asia	Film Festival Paper Due
	10/13	No class.	Read: Bamboo network, Keiretsu, and Chaebol.
9	10/18	Conflict and crisis	Canada-China Computer Crisis (Ivey case)
	10/20		
10	10/25	Negotiation	Enron in India (HBS case)
	10/27		
11	11/1	Institutional Environments and negotiator positions	Cobalt Systems and SilverLight Electronics
	11/3		
12	11/8	Interests, rights, power and government	Fushion System's Corporation in Japan (HBS case)
	11/10		
13	11/15	East-West Integration	Li & Fung (HBS case)
	11/17		
14	11/22	Rethinking American Enterprise	Coca-Cola Indochina Pte. Ltd.
	11/24	No class. Enjoy thanksgiving!	
15	11/29	Group Presentation	
	12/1	Course Wrap-up	Group Paper Due. Final Exam Hand Out.

This is a tentative schedule that might be modified as necessary. I will announce any changes during class.

**MEANWHILE, HAVE FUN AND ENJOY THE CLASS! I AM HERE TO HELP!**

## Appendix F8 First Year Composition I

### ENGL 1101: English Composition I

<b>Course:</b> ENGL 1101 <b>CRN:</b> 83887 <b>Term/Year:</b> Fall 2016 <b>Day/Time:</b> TR 2:30-3:45PM <b>Location:</b> Classroom South 525	<b>Instructor:</b> Xiaobo Belle Wang <b>Office Hours:</b> TR 9:00 – 12:00AM (& by appointment) <b>Office:</b> Suite 2244, 25 Park Place <b>Email:</b> bwang8@gsu.edu
---	--

#### Course Description

This course is designed to increase the student's ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository and argumentative essays; readings consider issues of contemporary social and cultural concern. A passing grade is C.

#### General Learning Outcomes

By the end of this course, students will be able to:

- engage in writing as a process, including various invention heuristics (brainstorming, for example) gathering evidence, considering audience, drafting, revising, editing, and proofreading
- engage in the collaborative, social aspects of writing, and use writing as a tool for learning
- use language to explore and analyze contemporary multicultural, global, and international questions
- demonstrate how to use writing aids, such as handbooks, dictionaries, online aids, and tutors
- gather, summarize, synthesize, and explain information from various sources
- use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences
- critique their own and others' work in written and oral formats
- produce coherent, organized, readable prose for a variety of rhetorical situations
- reflect on what contributed to their writing process and evaluate their own work

#### Required Texts

1. Lopez, Elizabeth S., Christie, Angela M., Ruccio, Kristen A.. Guide to First-Year Writing. 5th Edition. Southlake, Texas: Fountainhead Press, 2016. Print.

2. Nazario, Sonia. *Enrique's Journey*. Riverhead, 201. Print.

### **Suggested Texts**

3. Lunsford, Andrea A. *The Everyday Writer*. GSU 5th ed. Boston: Bedford/St. Martin's, 2013. Print.

### **Course Materials (Recommended)**

**Students must have access to the Internet for supplemental readings, especially GSU email. Students may find a flash-drive, GSU e-storage, or other electronic storage tool useful for managing drafts and assignments.**

### **Course Requirements and Policies**

#### **Academic Honesty/Plagiarism**

The Department of English expects all students to adhere to the university's Code of Student Conduct, especially as it pertains to plagiarism, cheating, multiple submissions, and academic honesty. Please refer to the Policy on Academic Honesty (Section 409 of the Faculty Handbook). Penalty for violation of this policy will result in a zero for the assignment, possible failure of the course, and, in some cases, suspension or expulsion.

Georgia State University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.” (For the university's policies, see in the student catalog, “Academic Honesty,” [http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380\\_academic\\_honesty.htm](http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm))

#### **ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS**

Georgia State University complies with Section 504 of the Rehabilitation Act And the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. According to the ADA ([http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_cong\\_bills&docid=f:s3406enr.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:s3406enr.txt.pdf)):

“SEC. 3. DEFINITION OF DISABILITY. “As used in this Act: “(1) DISABILITY.—The term ‘disability’ means, with respect to an individual— “(A) a physical or mental impairment

that substantially limits one or more major life activities of such individual...major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. “(B) MAJOR BODILY FUNCTIONS.—For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

#### ATTENDANCE AND PUNCTUALITY

Attendance is mandatory and integral to success in the course, so come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. Participation and in-class assignments will account for 10% of your final grade. Students can view a summary of their absences and tardy record during instructor office hours.

#### CLASSROOM CONDUCT

Be courteous of those in your classroom and give them your full attention during presentations, lectures, and class discussions. You are expected to turn off and put away cell phones, pagers, text message devices, MP3 players, or any other distracting electronic gadgets during class time. Failure to adhere to these policies will be reflected in your daily participation grade and may result in a request for the student to leave the classroom. Please see [www.english.gsu.edu/~lds](http://www.english.gsu.edu/~lds) for additional information regarding the Disruptive Student Behavior Policy.

#### ELECTRONIC COMMUNICATION

The preferred mode of communication with the instructor is via email to [bwang8@gsu.edu](mailto:bwang8@gsu.edu) Monday through Friday between the hours of 8:00a.m. and 5:00p.m. Emails sent to the instructor outside of this time period will likely not receive a response until the following business day. Students are welcome to visit the instructor during the established office hours or request an appointment at a mutually convenient time. Students are strongly encouraged to “cc” themselves on all email correspondence to ensure delivery. Please note: There is a chance that your instructor will not see the email on the same day that you send it. Therefore, please anticipate waiting at least 24 hours for a response to emails.

Plan to check your GSU email daily for announcements regarding this class. If you prefer an email address other than your GSU one, set your GSU account to forward your email to that address.

#### ESSAY SUBMISSION

Please staple all final drafts of your essays (no binders or paperclips) BEFORE coming to class. They should be typed on a word processor, double-spaced with standard margins and font (Times New Roman, 12 point). Emailed or faxed will not be accepted without prior approval.

#### FOR ENGLISH MAJORS

##### English Majors and the Graduation Portfolio

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you’ve learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from our website at [http://english.gsu.edu/undergraduate/undergraduate\\_resources/senior-portfolios/](http://english.gsu.edu/undergraduate/undergraduate_resources/senior-portfolios/). In preparation for this assessment, each student must apply for graduation with the Graduation office and also sign up in the English Department portfolio assessment system at <http://www.wac.gsu.edu/EngDept/signup.php>.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to a faculty advisor or the instructor of your senior seminar. You may also contact Dr. Stephen Dobranski, Director of Undergraduate Studies, for more information.

#### INCOMPLETES

In order to receive a grade of "incomplete," a student must inform the instructor, either in person or in writing, of his/her inability (non-academic reasons) to complete the requirements of the course. Incompletes will be assigned at the instructor's discretion and the terms for removal of the "I" are dictated by the instructor. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish.

#### LATE WORK

Late work will not be accepted, even for a reduced grade. All assignments should be submitted, in person, on time, and in the correct format. If you are absent on the day an assignment is due, it is your responsibility to make arrangements to have the assignment to your instructor by class time. In-class assignments cannot be made up for credit if you are absent. Please see your instructor if you are having any difficulty completing an assignment before it becomes late and affects your grade.

In case of a major extenuating emergency, notify your instructor immediately. In case of a valid, documented emergency, absences can be excused and deadlines for major assignments (exams, essays, annotated bibliography) can be extended. If you have any questions or doubts as to the nature of your absence and its ability to be excused, ask your instructor as soon as possible. Your instructor is much better equipped to help you accommodate an absence with advance notice. Ultimately, your instructor reserves the right, at his or her sole discretion, to excuse (or not excuse) absences for circumstances that are not already outlined on GSU's Lower Division Studies Attendance Policy on at [www.english.gsu.edu/~lds](http://www.english.gsu.edu/~lds).

#### PEER REVIEW

The class before the final due date of your essays will be dedicated to peer review workshops, during which we will read each other's work. In addition, you will have the opportunity to discuss with any questions or concerns you have about your essay. You are required to bring a draft of your essay to participate in all peer review activities.

#### WRITING STUDIO



The purpose of the Writing Studio is to enhance the writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. They focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer's composing process. Although they are not a line-editing or proofreading service, the Writing Studio is happy to discuss grammar concerns with students from a holistic perspective. Tutors will be alert listeners and will ask questions, and will not judge or evaluate the work in progress. The Writing Studio offers 30-minute sessions (for undergraduate students) and 60-minute sessions (for graduate students) for face-to-face tutoring. Through Write/Chat, our online tutoring service, they offer 15-minute sessions that address short, brief concerns. In addition, the GSU Writing Studio will sponsor workshops, led by faculty and staff, on various topics dealing with academic writing. Please visit the Writing Studio at 25 Park Place on the 24<sup>TH</sup> floor or at [www.writingstudio.gsu.edu](http://www.writingstudio.gsu.edu) for more information.

#### ONLINE EVALUATION OF INSTRUCTOR

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

#### GRADING AND EVALUATION

##### GRADING

<i>Superior</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Failing</i>
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

##### COURSE EVALUATION

Evaluation for English 1101 will be determined by the following percentages (Please see class blog for project descriptions and rubrics):

Assignment	Weight
<b>First Year Book Reading Quiz</b>	5%
<b>Essay 1:</b> Rhetorical Reflection of Enrique's Journey (1-2 pages)	20%
<b>Essay 2:</b> Visual/media Analysis (2-3 pages)	20%
<b>Essay 3:</b> Multicultural project. Essay will have a research component. (3-5 pages not including Works Cited page)	20%
<b>Final Essay:</b> Revise one essay of your choice, or compose a new essay on a noncontroversial topic of your choice (The second option had an additional 10 points for hard working)	20%
<b>Attendance</b>	5%
<b>Process/Homework:</b> in- and out-of-class activities	10%
<b>Total</b>	<b>100%</b>

### English 1101 Course Schedule

This schedule reflects a plan for the course, but deviations from this plan *will* become necessary as the semester progresses. Students are responsible for taking note of changes announced during class time *when* they occur.

Date	Class Activities	Homework Due
Aug. 23	Intro to Class and Syllabus	No homework
Aug. 25	Discuss <i>Guide</i> Introduction and First-Year Book Program. Read and discuss <i>Guide</i> Introduction: pp xiii-xix	Read <i>Enrique's Journey</i> Chapter 1 pp 1-20
Aug. 30	Discuss <i>Guide</i> Chapter 1 Defining Rhetoric pp 1-7	Read <i>Enrique's Journey</i> Chapter 1 pp 21-44
Sept. 1	Discuss <i>Guide</i> Chapter 1 Defining Rhetoric pp 7-14	Read <i>Enrique's Journey</i> Chapter 2 & 3
Sept. 6	Discuss <i>Guide</i> Chapter 1 Defining Rhetoric pp 15-23	Read <i>Enrique's Journey</i> Chapter 3 continued & Chapter 4
Sept. 8	Discuss <i>Guide</i> Chapter 1 Defining Rhetoric pp 23-32	Read <i>Enrique's Journey</i> Chapter 4 continued & Chapter 5
Sept. 13	Discuss <i>Guide</i> Chapter 1 Defining Rhetoric pp 33 & Chapter 2 Reading Rhetorically pp 35-47	Read <i>Enrique's Journey</i> Chapter 5 continued & Chapter 6
Sept. 15	Chapter 2 Reading Rhetorically pp 48-58. Create your own blogs in class (Please bring pcs/tablets, etc.)	Read <i>Enrique's Journey</i> Chapter 6 continued & Chapter 7
Sept. 20	Chapter 2 Reading Rhetorically pp 58-66. Taking Advantage of the Writing Studio	Read <i>Enrique's Journey</i> Chapter 7 continued, Chapter 8, & Epilogue
Sept. 22	Chapter 2 Reading Rhetorically pp 58-66.	Read <i>Enrique's Journey</i> Afterword
Sept. 27	Enrique's Journey <b>Quiz &amp; Writing Assessment</b>	Review Guide & Write Essay 1: Reflection on <i>Enrique's Journey</i>
Sept. 29	Catch up day for essay 1. Discussion on Enrique's Journey, migration, immigration, globalization, and transnational rhetoric and communication.	Finish writing essay 1, take advantage of the writing studio, and submit essay 1 before 12:00AM, Oct. 4.

Oct. 4	Chapter 2 Reading Rhetorically pp 66-76.	Read Chapter 3 Persuading Rhetorically pp 83-92.
Oct. 6	Read Chapter 3 Persuading Rhetorically pp 93-103.	Review Chapter 3 Persuading Rhetorically pp 93-103.
Oct. 11	Read Chapter 3 Persuading Rhetorically pp 103-119.	Review Chapter 3 Persuading Rhetorically pp 103-119.
Oct. 13	Read Chapter 4 Inventing Rhetorically pp 121-132.	Review Chapter 4 Inventing Rhetorically pp 121-132.
Oct. 18	Read Chapter 4 Inventing Rhetorically pp 133-152.	Review Chapter 4 Inventing Rhetorically pp 133-152. Read Chapter 4 Inventing Rhetorically pp 153-161.
Oct. 20	Read Chapter 5 Research & Documentation pp 163-174.	Review Chapter 5 Research & Documentation pp 163-174. Read Chapter 5 Research & Documentation pp 174-190.
Oct. 25	Read Chapter 5 Research & Documentation MLA & APA Documentation pp 191-251. Documentary “Mardi Grass: Made in China.” Critical Discussions.	Review Chapter 5 Research & Documentation MLA & APA Documentation pp 191-251.
Oct. 27	Read Chapter 6 Writing with Englishes: The Complexities of Language Use pp. 253-262. Explore the rhetorical design of WeChat.	Start Composing Essay 2: Visual/Digital Rhetoric Essay (image/app/video/documentary/film)
Nov. 1	Peer Review Session	Revising essay 2
Nov. 3	Catch up day	Essay 2 Due before 12:00 AM
Nov. 8	Read Chapter 6 Writing with Englishes: The Complexities of Language Use pp. 263-275.	Read Chapter 6 Writing with Englishes: The Complexities of Language Use pp. 275-287.
Nov. 10	Read Chapter 6 Writing with Englishes: The Complexities of Language Use pp. 288-297.	Multicultural project/Essay 3.
Nov. 15	Class discussion & peer review of multicultural project.	Multicultural project continued.
Nov. 17	Read Chapter 7 Writing about Visual Images pp. 299-318.	Read Chapter 7 Writing about Visual Images pp. 319-329.
Nov. 22	Thanksgiving Break-No Class	Multicultural project continued.
Nov. 24	Thanksgiving Break-No Class	Essay 3 due before 12:00 AM, Nov. 25.
Nov. 29	Read Chapter 7 Writing about Visual Images pp. 330-339	Read Chapter 8 Writing in Digital Spaces pp. 341-359.

Dec. 1	Read Chapter 9 Civic Engagement and Community Based Writing pp. 361-395	Chapter 9 Civic Engagement and Community Based Writing pp. 361-395, continued. Getting ready to submit essay 4.
Dec. 6	Class ended for finals/No class	
Dec. 8	No class	Essay 4 due before 12:00 AM, Dec. 10.

Note: Please check your student email and our teaching blog frequently for class updates and learning materials.

## Appendix F9 First Year Composition II

### English 1102\_Syllabus\_Spring 2017

**Course:** ENGL 1102  
**CRN:** 11687  
**Day/Time:** TR 9:30-10:45AM  
**Location:** Sparks Hall 307

**Instructor:** Xiaobo Belle Wang  
**Office Hours:** TR 2:00-6:00pm(and by appointment)  
**Office:** Suite 2244, 25 Park Place  
**Email:** bwang8@gsu.edu

### Course Description

---

This course builds on writing proficiencies, reading skills, and critical thinking skills developed in ENGL 1101. It incorporates several research methods in addition to persuasive and argumentative techniques. A passing grade is C. *Prerequisite: C or above in ENGL 1101.*

### **General Learning Outcomes**

---

By the end of this course, students will be able to:

- Analyze, evaluate, document, and draw inferences from various sources.
- Identify, select, and analyze appropriate research methods, research questions, and evidence for a specific rhetorical situation.
- Use argumentative strategies and genres in order to engage various audiences.
- Integrate others' ideas with their own ideas.
- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences.
- Critique their own and others' work in written and oral formats.
- Produce well-reasoned, argumentative essays demonstrating rhetorical engagement.
- Reflect on what contributed to their writing process and evaluate their own work.

### **Required Texts**

---

Lopez, Elizabeth, Angela M. Christie, and Kristen Ruccio. *Guide to First-Year Writing*. 5th Edition. Southlake, Texas: Fountainhead Press, 2016. Print.

### **Course Materials (Recommended)**

---

Assigned readings will be posted on iCollege. Please bring a hard copy to class in order to fully engage and discuss the text.

Students must have access to the Internet for supplemental readings, iCollege, and GSU email.

Students may find a flash-drive, GSU estorage, or other electronic storage tool useful for managing drafts and assignments.

### **Course Requirements and Policies**

#### **Academic Honesty/Plagiarism**

The Department of English expects all students to adhere to the university's Code of Student Conduct, especially as it pertains to plagiarism, cheating, multiple submissions, and academic honesty. Please refer to the Policy on Academic Honesty (Section 409 of the Faculty Handbook). Penalty for violation of this policy will result in a zero for the assignment, possible failure of the course, and, in some cases, suspension or expulsion.

Georgia State University defines plagiarism as “. . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

For the university policies on Academic Honesty, see: [http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380\\_academic\\_honesty.htm](http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm)

### **Accommodations for Students with Special Needs**

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

“SEC. 3. DEFINITION OF DISABILITY. “As used in this Act: “(1) DISABILITY.—The term ‘disability’ means, with respect to an individual— “(A) a physical or mental impairment that substantially limits one or more major life activities of such individual. . . major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. “(B) MAJOR BODILY FUNCTIONS.—For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

### **Attendance and Punctuality**

Attendance is mandatory and integral to success in the course, so come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. Participation and in-class assignments will account for 10% of your final grade. Students can view a summary of their absences and tardy record during instructor office hours.

### **Classroom Conduct**

Be courteous of those in your classroom and give them your full attention during presentations, lectures, and class discussions. You are expected to turn off and put away cell phones, pagers, text message devices, MP3 players, or any other distracting electronic gadgets during class time. Failure to adhere to these policies will be reflected in your daily participation grade and may result in a request for the student to leave the classroom. Please see <http://deanofstudents.gsu.edu/faculty-staff-resources/disruptive-student-conduct/> and [http://codeofconduct.gsu.edu/files/2016/09/Disruptive\\_Student\\_September9\\_2016.pdf](http://codeofconduct.gsu.edu/files/2016/09/Disruptive_Student_September9_2016.pdf) for information regarding the Disruptive Student Behavior Policy.

### **Electronic Communication**

The only mode of electronic communication with the instructor is via email to [yourcampusid@student.gsu.edu](mailto:yourcampusid@student.gsu.edu) from my@gsu.edu faculty email account. Plan to check your GSU student email daily for announcements regarding this class.

### **Essay Submission**

Please staple all final drafts of your essays (no binders or paperclips) BEFORE coming to class. They should be typed on a word processor, double-spaced with standard margins and font (Times New Roman, 12 point). Emailed or faxed will not be accepted without prior approval.

### **English Majors and the Graduation Portfolio**

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from our website at [http://english.gsu.edu/undergraduate/undergraduate\\_resources/senior-portfolios/](http://english.gsu.edu/undergraduate/undergraduate_resources/senior-portfolios/). In preparation for this assessment, each student must apply for graduation with the Graduation office and also sign up in the English Department portfolio assessment system at <http://www.wac.gsu.edu/EngDept/signup.php>.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to a faculty advisor or the instructor of your senior seminar. You may also contact Dr. Stephen Dobranski, Director of Undergraduate Studies, for more information.

### **Incompletes**

In order to receive a grade of "incomplete," a student must inform the instructor, either in person or in writing, of his/her inability (non-academic reasons) to complete the requirements of the course. Incompletes will be assigned at the instructor's discretion and the terms for removal of the "I" are dictated by the instructor. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish or 90% of the coursework done.

### **Late Work**

Late work will not be accepted, even for a reduced grade. All assignments should be submitted, in person, on time, and in the correct format. If you are absent on the day an assignment is due, it is your responsibility to make arrangements to have the assignment to your instructor by class time. In-class assignments cannot be made up for credit if you are absent. Please see your instructor if you are having any difficulty completing an assignment before it becomes late and affects your grade.

In case of a major extenuating emergency, notify your instructor immediately. In case of a *valid, documented emergency*, absences can be excused and deadlines for major assignments

(exams, essays, annotated bibliography) can be extended. If you have any questions or doubts as to the nature of your absence and its ability to be excused, ask your instructor as soon as possible. Your instructor is much better equipped to help you accommodate an absence with advance notice. Ultimately, your instructor reserves the right, at his or her sole discretion, to excuse (or not excuse) absences for circumstances that are not already outlined on GSU's Lower Division Studies Attendance Policy on at [www.english.gsu.edu/~lds](http://www.english.gsu.edu/~lds).

### Peer Review

The class before the final due date of your essays will be dedicated to peer review workshops, during which we will read each other's work. In addition, you will have the opportunity to discuss with any questions or concerns you have about your essay. You are required to bring a draft of your essay to participate in all peer review activities.

### Writing Studio

The purpose of the Writing Studio is to enhance the writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. They focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer's composing process. Although they are not a line-editing or proofreading service, the Writing Studio is happy to discuss grammar concerns with students from a holistic perspective. Tutors will be alert listeners and will ask questions, and will not judge or evaluate the work in progress. The Writing Studio offers 30 minute sessions (for undergraduate students) and 60 minute sessions (for graduate students) for face-to-face tutoring. Online tutoring is also available; contact the Studio for information. In addition, the GSU Writing Studio will sponsor workshops, led by faculty and staff, on various topics dealing with academic writing. Please visit the Writing Studio in Room 2420 of 25 Park Place or at [www.writingstudio.gsu.edu](http://www.writingstudio.gsu.edu) for more information.

### Online Evaluation of Instructor

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

### Grading and Evaluation

---

<i>Superior</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Failing</i>
<i>100 to 93 = A</i>	<i>89 to 88 = B+</i>	<i>79 to 78 = C+</i>	<i>69 to 60 = D</i>
<i>92 to 90 = A-</i>	<i>87 to 83 = B</i>	<i>77 to 70 = C</i>	<i>Below 60 = F</i>
	<i>82 to 80 = B-</i>		



### English 1102 Course Schedule (Spring 2017)

---

This schedule reflects a plan for the course, but deviations from this plan *will* become necessary as the semester progresses. Students are responsible for taking note of changes announced during class time *when* they occur.

Date	Class Activities	Homework & Dues
Tues – Jan. 10	Welcome and Introduction to 1102	no homework
Thurs – Jan. 12	Discuss Kairos.	Read <i>Guide</i> Chapter 3 & <i>The Snow Flower and the Secret Fan</i> Excerpt
Tues – Jan. 17	Discuss Arguments from Aristotle’s Appeals	Read <i>Guide</i> Chapter 3 & <i>The Snow Flower and the Secret Fan</i> Excerpt
Thurs – Jan. 19	Discuss Arguments from Aristotle’s Appeals (cont’d)	Read <i>Guide</i> Chapter 3 & <i>The Snow Flower and the Secret Fan</i> Excerpt
Tues – Jan. 24	Discuss “Writing about Visual Images.” Introduce Visual Analysis Argument.	Read <i>Guide</i> Chapter 7 & <i>The Snow Flower and the Secret Fan</i> Excerpt
Thurs – Jan. 26	Discuss “Writing about Visual Images” (cont’d)	Read <i>Guide</i> Chapter 7 & <i>The Snow Flower and the Secret Fan</i> Excerpt
Tues – Jan. 31	Watch part of <i>The Snow Flower and the Secret Fan</i> & Discuss Transnational Feminism	Read <i>Guide</i> Chapter 7
Thurs – Feb. 2	Discuss Student Sample Essay	Read <i>Guide</i> Chapter 7

Tues – Feb. 7	Catch up day	<b>Due: Visual Analysis</b>
Thurs – Feb. 9	Discuss Attention. Introduce New Media Project.	Read <i>Guide</i> Chapter 8
Tues – Feb. 14	Discuss Participation.	Read <i>Guide</i> Chapter 8
Thurs – Feb. 16	Discuss Audience.	Read <i>Guide</i> Chapter 8
Tues – Feb. 21	Instructor’s Presentation on transnational media, technologies, rhetoric, and communication. Class discussion.	Read <i>Guide</i> Chapter 8
Thurs – Feb. 23	Class Discussion of Projects. Sign up for next week’s conferences.	Read <i>Guide</i> Chapter 9. “Snow Flower and the Secret Fan.”
Tues – Feb. 28	Discuss Feminist rhetoric and Community-Based Writing. Introduce Civic Engagement Essay.	Read <i>Guide</i> Chapter 9
Thurs – Mar. 2	Discuss Ethnography, Service Learning, Activism, Digital Civic Engagement, Issues and Ethical Concerns, and Experiences. “My Struggle,” Adolf Hitler.	<b>Due: New Media Project</b>
Tues – Mar. 7	Presentation day for new media/multimodal project	Read <i>Guide</i> Chapter 9
Thurs – Mar. 9	Presentation day for new media/multimodal project	Read <i>Guide</i> Chapter 9
Tues – Mar. 14	No Class-Spring Break	Read/Review <i>Guide</i> Chapter 5

Thurs – Mar. 16	No Class-Spring Break	none
Tues – Mar. 21	No Class – Attend your Conference!	none
Thurs – Mar. 23	No Class – Attend your Conference!	none
Tues – Mar. 28	MLA Discussion and Workshop	Read/Review <i>Guide</i> Chapter 5
Thurs – Mar. 30	MLA Discussion and Workshop (cont'd).	Read/Review <i>Guide</i> Chapter 5
Tues – Apr. 4	APA Discussion and Workshop.	Read/Review <i>Guide</i> Chapter 5
Thurs – Apr. 6	APA Discussion and Workshop (cont'd).	Read/Review <i>Guide</i> Chapter 5
Tues – Apr. 11	Watch Documentary: “Made In China,” class discussion.	<b>Due: Civic Engagement Essay</b>
Thurs – Apr. 13	Workshop Thesis Statement and Research Proposal. Discussion on citing, summarizing, and paraphrasing your sources.	Read/Review <i>Guide</i> Chapter 5. Bring to class your sources.
Tues – Apr. 18	Class discussion on transnational rhetoric and communication.	
Thurs – Apr. 20	Peer Editing.	Annotated Bibliography Due.

Tues – Apr. 25	Last Day of Class	Work on Final Essay.
Thes – May 2	Final Exam Week, No Class.	Due: Final Essay, May 2

### Course Evaluation

Evaluation for English 1102 will be determined by the following percentages:

Assignment	Weight
Visual Analysis (3 pages)	20%
New Media Project (3-5 pages)	20%
Civic Engagement/Community-Based Writing Essay (3-5 pages)	20%
Attendance	10%
Final Research Essay/Project (revision of one of your projects)	15%
In-Class and Online Participation/Peer Review and Discussions	15%
<i>Total</i>	<i>100%</i>

Please refer to our teaching blog for the evaluation rubrics for your new media/multimedia projects: <http://sites.gsu.edu/bwang8/grading-and-evaluation/>

---

Note: This syllabus is subjected to change to accommodate situations in your learning process.