Rentz

ENGL 4091

F ‘18

**Ass’t 4:**

**Collaborative Oral Reports on Different Sub-Cultures in the US Workplace**

**Goals:**

1. To help you learn more about subcultures in the US, especially those customs and attitudes that influence workplace behaviors and business communication,
2. To familiarize you with resources for business-related research,
3. To strengthen your teamwork skills, and
4. To strengthen your slide-design and oral-reporting skills.

**Deliverable:**

An oral report of approximately 15 minutes, with PowerPoint slides.

**Logistics:**

1. I’ll divide the class into six teams, five containing 3 people and one containing 4 people. I will do this (more or less) randomly.
2. Each team will then choose two subcultures in our country whose values and interaction styles they’d like to study. Here are some examples: Black men, White men, Black women, White women, Asian-Americans, Indian-Americans, Hispanic-Americans, Middle-Easterners, gay men, lesbian women, transgender people, Christians, Jews, Muslims. Or, your group could research a group not in this list or a subset of one of these groups (e.g., Japanese-Americans).
3. I’ll review your choices and work with each team to settle on the subculture they’ll be researching and presenting on.
4. The teams should then do resourceful research to gather information about the values, traits, and behaviors of this subculture—realizing that, like generalizations about those in other countries, these generalizations will not apply to everyone in the subculture. Here are some topics to explore, but additional ones may be relevant to your assigned subculture:
* The history of this subculture in the US (required).
* The current or past influence of the ancestors’/previous cultural home on the subculture (required, if relevant).
* The subculture’s views on such attitudinal/behavioral factors as . . .
	+ Expression of emotion
	+ Time/important holidays
	+ Space
	+ Assertiveness
	+ Appropriate workplace appearance and behaviors
	+ Being an employee/co-worker
	+ Pleasure/fulfillment
* Any documented difficulties that this subculture has experienced in the US workplace (required).
1. The final section of each team’s report should discuss the implications of this research communication in the US workplace and offer the class advice for working with people who identify with this subculture.
2. Everyone on the team needs to have an assigned role, to help prepare/edit the slides, and to participate in the presentation.

**Main due dates:**

*Sept. 20:* Creation of project teams and discussion of possible subcultures to research.

*Sept.* *25:* Deciding on each group’s subculture (each student should bring in two possible choices to share with his/her group). Discussion of *Chapter 7: Communicating across* *Cultures* and helpful resources for your project. Discussion of progress reports.

*Sept. 27:* Sharing of preliminary findings (each person should bring in a rough list of findings thus far, with enough copies for everyone in the group and your teacher); work on PowerPoint slides.

*Oct. 2:* Ass’t 3 (progress report) due, with enough copies for everyone in your group and your teacher. More work on your slides.

Oct. 4: Draft of slides due.

*Oct. 9, 16, & 18:* Oral reports due. Each team should bring in a print-out of your slides (3 slides to a page) for me to jot comments on as you present. In class on the 18th, everyone will do an in-class writing on how well the project went and how effectively each person (including yourself) contributed.

**Grading:**

Each person will receive both a team and an individual grade for the project (averaged to generate one overall grade for the project). You’ll be graded on the quality of your information; the clarity, appeal, and efficiency of the presentation; and your contributions to the team’s success.

**Research requirements:**

* When learning about your subculture’s background, don’t just gather facts to have facts; gather those that might shed the most light on the experiences/attitudes of this subculture and its members’ likely workplace behaviors and communication styles.
* Each person needs to use/cite at least two “print” (non-website) sources. These can be resources that were accessed through a database (via libraries.uc.edu) and/or found in online journals/magazines/newspapers. We’ll discuss the difference between an online article and other kinds of Internet material.
* The Internet and social media (Facebook, Twitter, YouTube) may be your most valuable sources of information. But pay careful attention to the sources of this information and help us assess its likely value/credibility in your talk.

Use the following models to document your sources in your progress reports and slide shows:

* **Book**:

Ruth Colvin Clark and Richard E. Mayer, *E-Learning and the Science of Instruction*, 2nd ed. (San Francisco: John Wiley & Sons, 2008), 141-143.

* **Article in a journal accessed online**:

Maria Vernuccio, “Communicating Corporate Brands Through Social Media: An Exploratory Study,” *International Journal of Business Communication* 51, no. 3 (July 2014): 211-233, [Name of the Database or the link to the article].

* **Article in a magazine or newspaper accessed online:**

Noah Rabinowitz, “Create an Engaging Culture for Greater Impact,” *TD*, April 2016, 22, [link to the article]. (You’d include the day in the date, too, if it’s a newspaper article.)

* **Article from a website (not an online publication per se):**

“CAN-SPAM Act of 2003,” *Wikipedia*, last modified May 5, 2016, accessed [the date], [link to the webpage].

* **A tweet (can adapt to Instagram, Facebook, and YouTube):**

Abram Anders, Twitter post, April 23, 2016, accessed [the date], [link to the tweet].