CLASS HOURS
ACC 505-315: Tu/Thurs 11:50-1:20 – Lewis 1002

INSTRUCTOR
Christina Gamiño Telephone: 312.362.6465
Office: DPC 6032 Email: cgamino1@depaul.edu
Office Hours: Tu/Th 1:30-3pm and by appointment

COURSE DESCRIPTION:
The objective of this course is to develop an understanding of how to be successful in the U.S., both academically and professionally. The course covers the concepts, methods and tools necessary to face the challenges of studying and working in the U.S. Students will improve their skills in oral communication, practical business writing, and delivering presentations. Students will also gain knowledge of the career search process. Recommended to be taken concurrently with ACC500.

PREREQUISITE(S): Graduate standing and approval of ACC500 professor and administration.

COURSE OBJECTIVES:
Cross Cultural Adjustment and Adaptation to U.S. Academic Culture:
- Understand stages of cultural adjustment; utilize strategies to manage culture shock
- Analyze differences between U.S. culture and others, including educational philosophy
- Utilize resources at DePaul: Career Center, OISS, Writing Center, Advisors, student org’s

Communicate Successfully in Academic, Social, and Professional Settings:
- Communicate clearly and with grammatical accuracy and appropriate discourse strategies, using formal and informal expressions (spoken and written)
- Deliver formal (Powerpoint) and informal presentations effectively
- Learn and utilize expressions for effectively participating in group discussions and collaborating on group projects

Academic Skills:
- Understand academic and colloquial conversations/discussions and lectures
- Utilize technology effectively (D2L, Campus Connection, other supplemental websites)
- Write effective, concise, and persuasive Powerpoint presentations and emails
- Understand plagiarism and appropriately cite sources in written assignments

U.S. Business and Accounting Culture
- Understand U.S. corporate culture and differences with other cultures, including business etiquette, communication styles, and interpersonal relationships
- Demonstrate awareness of U.S. accounting culture, including work environment, office dynamics, variety and scope of work, and relationship with clients
- Keep up-to-date with current events and hot topics in business and accounting field

Knowledge of Career Search Process and Networking Skills:
- Understand the career search process in the U.S. and at DePaul: resumés, cover letters, networking/managing relationships, informational interviews, job search resources
COURSE MATERIALS:


*Power Ties: The International Student’s Guide to Finding a Job in the United States* (2009), Beaudry, D.

Other supplemental materials will be handed out during our class sessions and/or posted on D2L.

**It is your responsibility to check D2L.**

COURSE ASSESSMENT:

Student achievement of course objectives will be assessed using the following methods and criteria:

- Participation (and attendance) 20%
- Homework 40%
- Final Projects 10%
- Presentations 30%

At the end of the fall quarter, you will receive a grade based on the criteria above.

CLASSROOM PARTICIPATION & ENGAGEMENT:

Students are expected to participate in class by asking and answering questions about the assigned readings and homework. Students should demonstrate their interest and awareness by sharing or discussing topics of interest. The success of this course depends, in large part, on you. Your questions, answers, comments, and insights over the term will contribute to your experience and the experiences of your classmates. My expectation is that you will have read the assigned readings before the class for which it is assigned. Thorough preparation will enable you to answer questions and join in-class discussions.

Negative contributions to the class will have an adverse effect on your participation grade. Any behaviors that disrupt the learning environment are considered negative contributions. These behaviors include being late for class, not turning off your cell phone before class, talking while someone else is talking (either the teacher or one of your classmates), surfing the internet or checking email during class, and other unprofessional conduct.

GRADING:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100 – 94%</td>
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<td>A-</td>
<td>93 – 90%</td>
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<td>B+</td>
<td>89 – 86%</td>
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<td>B</td>
<td>85 – 82%</td>
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<td>B-</td>
<td>81 – 78%</td>
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<td>C+</td>
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<td>C</td>
<td>73 – 70%</td>
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<td>C-</td>
<td>69 – 66%</td>
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<td>D+</td>
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<td>D</td>
<td>61 – 58%</td>
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<td>F</td>
<td>Below 58%</td>
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CAREER ADVISING ACTIVITY REQUIREMENT:

As an adjunct faculty of the School of Accountancy, Prof. Qiang Fitzgerald, a career development consultant specializing in working with international students, will assist you on your resumé writing assignment and provide you career development advice. Each student is required to set up a 60-minute advising session with Qiang during week 2 to week 4 to work on your resumés and address career related concerns.

Qiang’s contact is qfitzger@depaul.edu. Advising hour sign-up sheet will be sent out during week 2.
EXPECTATIONS:
Expectations of Students:

- 100% Effort
- Be prepared for each class by doing all readings and all assignments before class.
- Be fully engaged in each class. Participate in classroom exercises, activities, and discussions. (Physical presence is not enough; you must be mentally present – prepared and ready to actively learn.)
- Give your opinion in class in a respectful and civil manner (raise your hand first). I want to hear your opinion, or I might think that you have not done the assignment or read the material.
- Do NOT be on your phone. I do not want to see or hear your phone in class. Make sure it is on silent (not vibrate) or turn it off. If you have an emergency situation and are expecting a call from your family, then tell me before class and sit close to the door.
- Be respectful of other students and instructor. Listen well to others’ comments. Seek to understand others’ viewpoints before disagreeing or jumping to conclusions.
- Be prompt arriving to class. I do not tolerate tardiness.
- Students are responsible for deadlines. Even if I didn’t talk about the homework in class, you need to know about it by checking D2L, the syllabus, and emailing me if you have questions. It is YOUR responsibility to keep up with the class and assignments.
- If you have a question about anything, please email me. I do not know what questions you have if you don’t email me.
- If you turn in a homework assignment late, your grade on that assignment will be 50% lower.
- Come to every class on time. Please email me if you are going to be absent.
- If you miss a class – you are responsible to determine what was covered and what is due. Feel free to call me, email me, or come to my office.
- Do your own work. Please see the Academic Integrity section below, and refer to the DePaul Student Handbook for details.
- It will be helpful to obtain a phone number and/or email of a fellow student just in case you need someone to contact about homework or other assignments.
  - Classmate’s information:______________________________

Expectations for Instructor:

- 100% Effort.
- Be prepared.
- Be respectful of all students and their experiences. Learn from the students.
- Bring in real world examples of areas covered in class – either personal experience or other knowledge.
- Respond to student inquiries (calls and/or emails) within three days (by Monday if received on the weekend).
- Graded and other materials will be returned to the students by the following week.
- Anything else? Add it here and ask me about it:______________________________
HONOR CODE & ACADEMIC INTEGRITY:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct.

Academic integrity entails absolute honesty in one's intellectual efforts. The DePaul Student Handbook details the facets and ramifications of academic integrity violations, but all students should be especially aware of the policies on cheating and plagiarism. Link to Student Handbook: http://www.depaul.edu/university-catalog/academic-handbooks/Pages/default.aspx

Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination.

Plagiarism involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. Plagiarism also includes copying one or more sentences out of the course textbooks for your homework assignments.

Please refer to your Student Handbook or visit the Academic Integrity website at DePaul (http://academicintegrity.depaul.edu) for further details. Please also refer to the Code of Conduct and Academic Integrity information that you received at the KGSB International Student Orientation. In order for you to be successful at DePaul, it is absolutely necessary that you understand these policies. If you have any questions about these policies, it is your responsibility to ask me. Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions.

Group work - In this class, you are permitted to work in groups only for designated 'group projects,' which you are to submit as a group. All other assignments are to be prepared individually.

School of Accountancy & MIS STUDENT CODE OF CONDUCT

Effective Fall 2005, the School of ACC & MIS has adopted a Student Code of Conduct. This most up-to-date document is available on D2L. All students enrolled in ACC & MIS courses must be aware of the contents and implications of this document. It is also available on the School of ACC & MIS website at: http://fac.comtech.depaul.edu/dgrant2/Acc_Code_of_Conduct_March_2007, Updated Oct 22 2010.pdf
DEAN OF STUDENTS:
The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. DOS assists students with Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals. They also have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. You may contact DOS at http://studentaffairs.depaul.edu/dos/.

STUDENTS WITH DISABILITIES:
Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

ASSISTANCE WITH WRITING: The Writing Center
Please visit the Writing Center (http://www.depaul.edu/writing/) to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours of appointments per week. All writing center services are free, and they have offices on both campuses. In the Loop, the Writing Center is located in Lewis 1600.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer. Schedule your appointments with enough time to think about and use the feedback you’ll receive. Bring your assignment handout and other relevant materials to your appointments.

You can also sign up for Conversation Partner appointments with tutors in the Writing Center for free. This is a great way to practice your English, meet people, and learn more about DePaul and the U.S.

Writing Center Weekly Events for English Language Learners:
- **English Café**: Every Tuesday: 3:30pm – Lewis 1600 (see website for start date)
- **Book Blub**: Every Friday: 1pm – Lewis 1719 (see website for start date)
- **Conversation & Culture Club**: Every Friday: 1pm – Lewis 1600 (see website for start date)
### Tentative Class Schedule (subject to change) – Spring 2015

<table>
<thead>
<tr>
<th>WEEK 1: 3/30 – 4/3</th>
<th>CONTENT / ACTIVITY / ASSIGNMENT</th>
<th>WORKSHOPS / EVENTS TO ATTEND (OUTSIDE CLASS)</th>
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<tbody>
<tr>
<td><strong>TUESDAY, 3/30:</strong></td>
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<tr>
<td>Syllabus/Expectations, Goals of class, Name tents</td>
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<tr>
<td>Conversation Partner Assignment – Introduce</td>
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<td>Tour of D2L, Review Homework Formatting Guidelines</td>
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<td>Participation Report</td>
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<td>Student Introductions</td>
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<td><strong>THURSDAY, 4/2:</strong></td>
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<tr>
<td>Review/Questions?</td>
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<tr>
<td><strong>Concept of Culture:</strong></td>
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<tr>
<td>What is culture?</td>
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<td>Culture Shock / Stereotypes</td>
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<td>Iceberg Model of Culture</td>
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<td>Cultural Awareness: Roadmap to a Positive Experience in a New Culture</td>
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<td>Understanding values underlying cultural differences</td>
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<td>Linking Behaviors to Values</td>
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<tr>
<td>Discussion - “Culture Shock” videos (Columbia University)</td>
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<tr>
<td><strong>READINGS THIS WEEK:</strong></td>
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<tr>
<td><em>Guide to Cross-Cultural Communication</em>: Preface, Ch. 1-4</td>
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<td><em>Power Ties</em>: Preface, Ch. 1-4</td>
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<tr>
<td><em>U.S. Classroom Culture</em> booklet (from Orientation)</td>
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<td><em>Introduction to American Life</em> booklet (from Orientation)</td>
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<td><em>Culture Shock</em> handout (from Orientation &amp; on D2L)</td>
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<tr>
<td><strong>REGULAR READINGS: (EVERY WEEK)</strong></td>
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<tr>
<td>You should also read any of the following publications on a regular basis:</td>
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<tr>
<td><em>Chicago Tribune</em> – for local news</td>
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<td><em>NY Times</em> – for national and international news</td>
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<td><em>WSJ</em> – for business/economy/financial news</td>
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<td><em>Red Eye</em> – for local news</td>
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<td>(There are many others! These are just some examples.)</td>
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<td><strong>ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)</strong></td>
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<td>First Day Survey, KWL</td>
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<td>Culture Discussions</td>
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<td>Culture Shock Videos (Columbia University)</td>
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<td>Start Résumé Assignment</td>
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<tr>
<td>Send me an email and introduce yourself</td>
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<tr>
<td>Current Events Assignment</td>
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<tr>
<td>Meet with your Conversation Partner / Write Reflection Journal</td>
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<tr>
<td>Come to my office and introduce yourself to me / get handouts</td>
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<td>Join at least 3 organizations – see “Plan to Get Involved” on D2L</td>
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<tr>
<td>Cultural Observations:</td>
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<tr>
<td>See Week 1 PowerPoint for more information</td>
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<tr>
<td>English Practice / Improvement:</td>
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<td>See Week 1 PowerPoint for more information</td>
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<tr>
<td>Learn new vocabulary – write them all down in a notebook</td>
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<td>Career Management:</td>
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<tr>
<td>Work on your résumé: See Résumé Assignment on D2L</td>
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<tr>
<td>Log on to CMC website and read accounting field and career info</td>
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<tr>
<td>Find out what events are happening in Spring Quarter</td>
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</tbody>
</table>
| Week 2: | **TUESDAY, 4/7:**  
Concept of Culture:  
Review/Questions?  
Discussion - “Culture Shock” videos (Columbia University)  
**Communicating Successfully:** Business Buzzwords  
**THURSDAY, 4/9:**  
Review/Questions?  
U.S. Academic Culture:  
Classroom Etiquette  
Resources (Writing Center, etc.)  
Academic Integrity & Plagiarism  
**READINGS:**  
*Guide to Cross-Cultural Communication*: Ch. 5-6  
*Power Ties*: Ch. 5-6  
*Entry Level Resume Guide* - handout  
*Core Cultural Values & Culture Mapping* - handout  
*The Values Americans Live By*, Kohls, Robert - handout  
**REGULAR READINGS:** (EVERY WEEK)  
Chicago Tribune – for local news  
*NY Times* – for national and international news  
*WSJ* – for business/economy/financial news  
*Red Eye* – for local news  
(There are many others! These are just some examples.)  
**ASSIGNMENTS:** (See D2L Dropbox for specific due dates/times)  
Meet with your Conversation Partner/Write Reflection Journal  
Culture Shock Videos (Columbia University)  
Résumé Assignment  
Culture Shock Stages  
Business Buzzwords  
| CMC: International Students - Walk-In Résumé Reviews (REQUIRED): See website for dates/times |
| Week 3: | **TUESDAY, 4/14:**  
Review/Questions?  
**Cultural Values Presentations & Discussions:**  
Introduce assignment & choose values to present  
Read *Individualism & Collectivism* – handout  
**Communicating Successfully:** Writing Effective & Appropriate Emails  
**THURSDAY, 4/16:**  
Review/Questions?  
**Career Search Process in the U.S : Brief Overview**  
Résumé Writing: Workshop & Assignment  
**Work on your résumé: Bring your printed out resume to class on 4/16.**  
**ASK Program Assignment:** Attend a workshop about the ASK Program.  
**ASSIGNMENTS:** (See D2L Dropbox for specific due dates/times)  
Prepare Cultural Values Presentation  
Meet with your Conversation Partner/Write Reflection Journal  
Work on your résumé  
**READINGS:**  
*Guide to Cross-Cultural Communication*: Ch. 7-8  
| 4/16: ASK Networking Breakfast  
Writing Center Events:  
(Every Tues)  
4/14: English Cafe  
(3:30pm): Lewis 1600  
Writing Center Events:  
(Every Friday)  
4/17: Book Club (1pm) – Lewis 1719  
4/17: Conversation & Culture Club (1pm) – Lewis 1600 |
**Power Ties: Ch. 7 and Conc.**
*Core Cultural Values & Culture Mapping* - handout
*The Values Americans Live By* - handout
*Individualism & Collectivism* - handout

**REGULAR READINGS: (EVERY WEEK)**
*Chicago Tribune* – for local news
*NY Times* – for national and international news
*WSJ* – for business/economy/financial news
*Red Eye* – for local news
(There are many others! These are just some examples.)

**ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)**
Prepare Cultural Values Presentation
Meet with your Conversation Partner/Write Reflection Journal
Work on your résumé

### Week 4:
**4/20 – 4/24**

**Cultural Values Presentations/Discussions:**

**TUESDAY, 4/21:**
- Individualism / Collectivism
- Polychronic Time / Monochronic Time

**THURSDAY, 4/23:**
- Equality / Hierarchy
- Meritocracy / Ascription
- Activity / People

**REGULAR READINGS: (EVERY WEEK)**
*Chicago Tribune* – for local news
*NY Times* – for national and international news
*WSJ* – for business/economy/financial news
*Red Eye* – for local news
(There are many others! These are just some examples.)

**ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)**
Prepare Cultural Values Presentation
Meet with your Conversation Partner/Write Reflection Journal
Work on your résumé


**4/22: Interviewing Workshop for International Students: 3-4:30pm (DPC North Café): REQUIRED ➔ REGISTER**

**4/23: Spring Kellstadt Career Fair: 4:30-6pm (DPC Concourse) ➔ REGISTER**

### Week 5:
**4/27 – 5/1**

**Culture Values Presentations/Discussions:**

**TUESDAY, 4/28:**
- Change / Stability
- Formality / Informality

**THURSDAY, 4/30:**
- Fate and Destiny / Personal Efficacy
- Directness / Indirectness

**REGULAR READINGS: (EVERY WEEK)**
*Chicago Tribune* – for local news
*NY Times* – for national and international news
*WSJ* – for business/economy/financial news
*Red Eye* – for local news
(There are many others! These are just some examples.)

**ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)**
Prepare Cultural Values Presentation
Meet with your Conversation Partner/Write Reflection Journal
Work on your résumé

**2/6: Global DePaul Carnival: 3-5pm**
(Kick-off to International Education Week) – DPC Concourse
### Summary of Advice: Social, Academic, and Professional

#### Intercultural Communication Scenarios

**Week 6: 5/4 – 5/8**

**TUESDAY, 5/5:**
- Review/Questions?
- **How to be Successful in the U.S: Summary**
- Academically - In and Out of the Classroom
- Professionally - On the Job / Career Search
- Personally/Socially - Outside the Classroom

#### Intercultural Communication:
- Intercultural Communication Scenarios: Review
- Tips for Communicating Effectively Across Cultures: ODIS

**THURSDAY, 5/7:**
- **U.S. Hiring Culture – Power Ties**
- Cultural Differences in Hiring Culture
- Soft Skills
- 30 Second Speech (Elevator Pitch)

**REGULAR READINGS: (EVERY WEEK)**
- *Chicago Tribune* – for local news
- *NY Times* – for national and international news
- *WSJ* – for business/economy/financial news
- *Red Eye* – for local news

(There are many others! These are just some examples.)

**ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)**
- Possible Differences in Hiring Culture
- Elevator Pitch – V1
- Work on your résumé
- Meet with your Conversation Partner/Write Reflection Journal

**Week 7: 5/11 – 5/15**

**TUESDAY, 5/12:**
- Review/Questions?
- **U.S. Corporate Culture:**
- Career Fair Etiquette: Do’s & Don’ts
- Cover Letters
- Making Small Talk: Speed Networking

#### Final Presentation:
- Introduce assignment, choose topics

**THURSDAY, 5/14:**
- Review/Questions?
- Nonverbal Communication
- Networking / Plan to Get Involved
- Elevator Pitch
- ASK Program: Informational Interviews

**REGULAR READINGS: (EVERY WEEK)**
- *Chicago Tribune* – for local news
- *NY Times* – for national and international news
- *WSJ* – for business/economy/financial news
- *Red Eye* – for local news

(There are many others! These are just some examples.)

**ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)**
- Meet with your Conversation Partner/Write Reflection Journal

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2/9-2/13: International Education Week

2/11: ASK Networking Breakfast

2/11: International Student Forum: 2-4pm Career and Job Search Strategies for International Students (DPC 8005)

2/12: LinkedIn Headshots (DPC 11th Floor: 10-11:30am, and 1:30-2:30pm)

2/13: Global Coffee Hour: Exploring Chicago through Service: 3-4:30pm (DPC North Café, 11th floor)

2/19: International Student Interviewing Workshop (12-1pm) – DPC 8014

2/19: DePaul Chinese New Year Gala! (6:30-9pm: LPC)
| Week 8: 5/18 – 5/22 | **U.S. Corporate Culture & Networking: Prof. Qiang Fitzgerald**  
|---------------------|-------------------------------------------------|----------------------------------------------------------|
| **REGULAR READINGS: (EVERY WEEK)** | *Chicago Tribune* – for local news  
*NY Times* – for national and international news  
*WSJ* – for business/economy/financial news  
*Red Eye* – for local news  
(There are many others! These are just some examples.) |  |
| **ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)** | Meet with your Conversation Partner / Write Reflection Journal  
Final Presentation  
Plan to Get Involved  
Email Homework |  |
| **Week 9: 5/26 – 5/29** | **TUESDAY, 5/26:**  
Review/Questions?  
**Presentation Skills:**  
Final Presentation Workshop (bring copies of Final Presentation to class)  
Final Projects |  |
| **THURSDAY, 5/28:** | Career Management Model  
Interviewing Practice: In Groups |  |
| **REGULAR READINGS: (EVERY WEEK)** | *Chicago Tribune* – for local news  
*NY Times* – for national and international news  
*WSJ* – for business/economy/financial news  
*Red Eye* – for local news  
(There are many others! These are just some examples.) |  |
| **ASSIGNMENTS: (See D2L Dropbox for specific due dates/times)** | Elevator Pitch – V2  
Meet with your Conversation Partner / Write Reflection Journal  
Final Presentation PowerPoint V2  
Final Conversation Partner Journal: Meetings 1-10 |  |
| **Week 10: 6/1 – 6/5** | **TUESDAY, 6/2:**  
Review/Questions?  
**Presentation Skills:**  
Final Presentation Workshop (bring copies of Final Presentation to class)  
Final Projects | 3/11: ASK Networking Breakfast |
| **THURSDAY, 6/4:** | Wrap-up  
Final Questions  
Review KWL |  |
<table>
<thead>
<tr>
<th>Assignment</th>
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**ASSIGNMENTS:** *(See D2L Dropbox for specific due dates/times)*
- Elevator Pitch – V2
- Meet with your Conversation Partner / Write Reflection Journal
- Final Presentation PowerPoint V2
- Final Conversation Partner Journal: Meetings 1-10

**FINAL PRESENTATIONS ON DATE OF FINAL EXAM:**
- Tues, 6/9 → 11:45AM – 2PM (regular classroom)

<table>
<thead>
<tr>
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<tr>
<td><strong>FINAL PROJECTS</strong> DUE WED, 6/10</td>
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<tr>
<td>Final Projects Take-Home Due <em>(SUBMIT TO DROPBOX – NO LATE SUBMISSIONS ACCEPTED)</em></td>
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