



EDUC 552: Going Global Summer 2, 2013

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Office Location: Education North 213

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Optional: Publication manual of the American Psychological Association (5th or 6th ed.). (2001/2009). Washington, DC: APA.

Course Description: This course provides an overview of the factors that have resulted in the globalization of education. The ramifications of globalization on education will be analyzed. Topics include the impact of colonialism on the world system, an examination of the media’s influence and it’s effect on globalization, the process of developing an intercultural competency will be developed. Also, the foundations for multicultural teaching will be examined. The process for developing intercultural sensitivity will be explored. The characteristics of postmodernism in the global classroom will also be examined. Also, an explanation of the concept of multiculturalism as distinct from assimilation and pluralism will be given. A description of the paradox of multiculturalism will be provided. The rationale for attention to diversity and intercultural competence in education will be explained. A description of some of the differences between schools designed to prepare students for an industrial age and schools designed to prepare students for an informational, global age will also be provided.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Describe the impact of colonialism on the world system.
2. Examine the media’s influence and it’s effect on globalization.
3. Understand the process of developing an intercultural competency.

4. Explain the foundations for multicultural teaching.
5. Explore the process developing intercultural sensitivity.
6. Analyze the characteristics of postmodernism in the global classroom.
7. Explain the concept of multiculturalism as distinct from assimilation and pluralism.
8. Describe the paradox of multiculturalism.
9. Explain the rationale for attention to diversity and intercultural competence in education.
10. Describe some differences between schools designed to prepare students for an industrial age and schools designed to prepare students for an informational, global age.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies.

Participation, Attendance, and Assignments

Demonstration of work ethic, responsibility, and integrity related to course objectives: This area is a holistic score based on demonstrated effort, attendance, and participation. It includes assignments given in each class. Students shall earn points per class for attendance and participation. Participation includes reading materials prior to class including completion of reading notes and organizers, bringing specified handouts and notes, and actively participating in small group and class discussions.

Journals, Discussion Boards, Presentation (75%): 750 possible points

Each student is to post a journal entry for each unit's reading assignment. Summarize the reading in your own words and note any insights you have gained (i.e.; note where you agree or disagree with the author and why). Also, each student will make at least 3 meaningful discussion posts per unit interacting with the other students in the class. Each student will make a presentation on one of the course lecture topics found in the course calendar\schedule (p. 9). The student will be placed into a group lead the class discussion of this topic. The presentation will be made using Voicethread. Please refer to the Voicethread tutorial on the Digital Ecosystem page if you are not familiar with Voicethread. Further instructions will be sent to each group during the course. This assignment will be used to assess the ability of the student to do research and develop their presentation skills. Please view the Rubric for Presentation for this assignment in the syllabus. The student may also download a copy of the rubric from the Course Home section of the course website.

*Journal (10 points/ unit x 7 units = 70 points)

*Webliography (10 points/ unit x 7 units = 70 points)

*Discussion Board (10 points/posted comment x 3/unit x 7 units = 210 points)

*Group Participation (150 points)

*Presentation (250 points)

Project (25%): 250 possible points

Each student will work through the case study presented in this course and submit his\her results in a document at the end of Module 4. Students will need to adhere to standard APA format. Please view the Rubric for Student Writing below.

Assessment Method:

Rubric for Presentation

MS Global E-Learning

Assessment of Student Presentation Rubric

Category	Maximum Points: 250				Student's Score
	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	
Purpose	35	20	20	10	
Organization	50	40	30	15	
Content	50	40	30	15	
Language	40	30	20	10	
Voice & Tone	25	15	10	5	
Visual Aids	50	40	30	15	
					Total:

Keys:

1. **Purpose** The speaker establishes clarity of purpose or focus. Good speaking should evidence specific knowledge of ideas and details which are fully developed.
2. **Organization** The speaker establishes a beginning, middle, and an ending. The presentation is well organized and easy to follow.
3. **Content** The speaker developed the main idea which was effectively supported by details and examples.
4. **Language** The speaker's words were appropriate and correct. The speaker

also pronounced words clearly and was easily understood.

5. **Voice and Tone** The speaker addressed the audience effectively adjusting pace and volume to evidence an ownership of the topic.
6. **Visual Aids** The speaker utilized high quality audio, visual, or digital materials to effectively enhance the presentation.

Rubric for Student Writing

MS Global E-Learning
Assessment of Student Writing

Category	Maximum Points: 250				Student's Score
	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	
Ideas	50	45	40	25	
Organization	50	45	40	25	
Connection	30	25	20	10	
Word Choice	30	25	20	10	
Sentence Fluency	50	45	40	25	
Conventions	40	35	30	25	
					Total:

Keys:

1. **Ideas** Good writing has clarity of purpose or focus. Good writing should evidence specific ideas and details.
2. **Organization** Writing should have a beginning, middle, and an ending and be well organized and easy to follow. The paper also needs to meet the minimum requirement of 2,800 - 3,000 words, utilizing a minimum of five references within the last five years.
3. **Connection** Good writing should connect with the audience and fit the purpose for writing.
4. **Word Choice** Good writing has specific nouns, verbs, and strong words that deliver the writer's message.
5. **Sentence Fluency** Sentences should vary in length, with a variety of sentence beginnings. The writing should flow smoothly from sentence to sentence.
6. **Conventions** Strong writing is edited for grammar, punctuation, capitalization, and spelling so the writer's ideas are easily understood. Adherence to standard APA format is expected.

Grading

A = Exceeds Standards and demonstrates learning beyond course. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills. (**900** points and above)

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. (**800 – 899** points)

C = Less than adequate demonstration of the mastery of objectives assessed. (**700 – 799** points)

D or F= Failure to meet Standards (**699** points and below)

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for classlive sessions throughout the semester (these run about \$10)
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid,

please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

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Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!! in the subject line. **HOWEVER....**
in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.
2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for **rick.lumadue** as the contact to add me to your list.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)**

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Module	Topic
1	Review of Syllabus, Introduction and Overview - The World System and Colonialism
2	Globalization and the Media
3	Intercultural Development Presentation Group 1 Globalization and Identity Presentation Group 2

4	The Multicultural Society Project Due; Presentation Group 3
5	Education in a Changing Society – Presentation Group 4 Values and Vision Presentation Group 5