



Course Syllabus

EDUC 405-01W: Global Fluency

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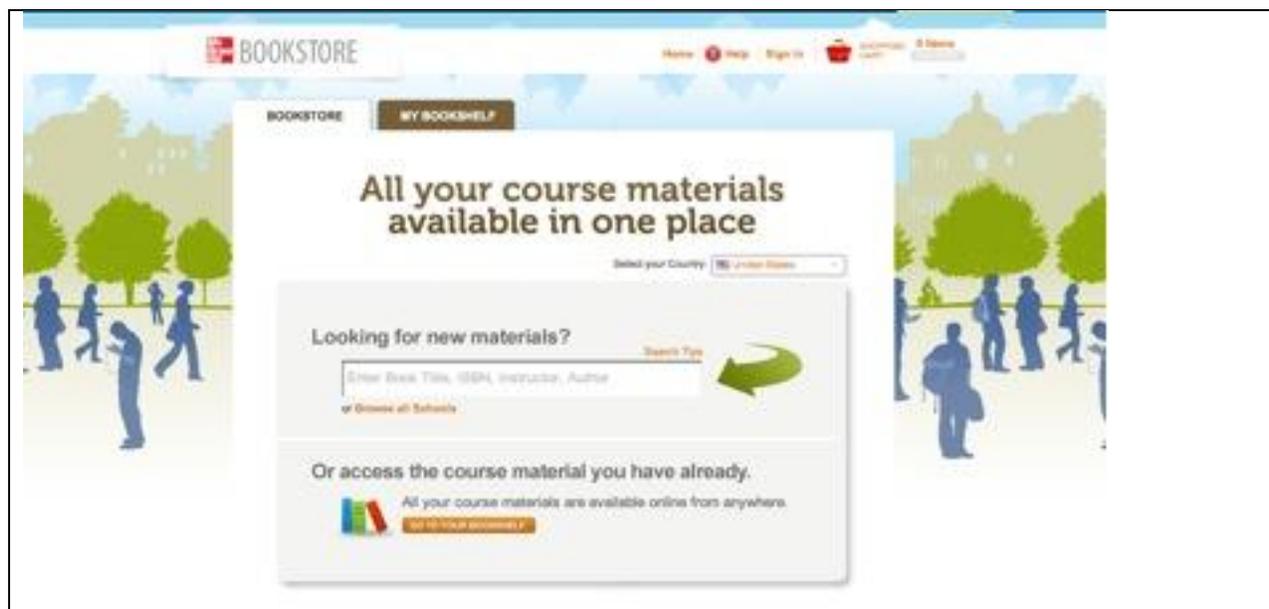
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Globalization – ISBN 9781308348612

This textbook may be ordered from <http://www.mcgrawhillcreate.com/shop>. Just copy and paste the ISBN number into the search window. The cost for this eBook is \$25.56.



Recommended:

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 its effect on globalization, and 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. 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 its 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

This is a fully online course. Assignments will be delivered via the eCollege learning media platform. Knowledge of the substantive material covered in the course is of central importance. Grading will include consideration of content as well as grammar, spelling, style, and organization.

Late submissions of any of the requirements in this course are not accepted after the due date. However, I do understand that sometimes there are circumstances outside one's control that may

impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, a student is expected to notify the instructor before the assignment deadline.

Instructional/Methods/Activities Assessments:

Textbook:

Read assigned chapters for each module (see “Course Calendar” at end of syllabus).

Discussion Boards (5 at 5 points each = 25 points total):

Each discussion board contains discussion thread topics pertaining to a specific chapter (or chapters) in the textbook. Each discussion thread topic will require a “post” and two “replies” to fellow classmate’s posts.

Initial Post: Student provides thoughtful and thorough response to each topic for discussion. Students will need to complete an initial “post” to each discussion board thread at least four days before the module end date. Review “post” content for correct grammar and spelling.

Replies: Student provides constructive comments to a fellow classmate’s post. Reply content must relate to discussion topic. Review “reply” content for correct grammar and spelling. It is suggested that each reply consist of a minimum of four to five complete sentences.

Follow the “Course Calendar” due dates for each Discussion Board. It is critical that students read all the postings for each topic. This will ensure that you not only respond to the topic questions, but to your colleagues’ comments as well. Also, it will help in ensuring against anyone plagiarizing your work.

Journal Reflections (5 at 5 points each = 25 points total):

Upon completion of specific modules, you will be required to post your reflection in your Journal (The journal course tool tab is located in the eCollege course). Journal reflections should contain your thoughts about the module activities, and, any issues, concerns, and/or ideas related to the module content. Reflections should be in a paragraph format and consist of a minimum of 250 words for each module entry. Review journal content for correct grammar and spelling.

Research Paper Topic Introduction (10 points):

Each student will compose an overview of the topic they have decided to research for their final research paper. Include in text citations and a list of references (minimum of four sources). Specifics for the topic introduction, including template, will be available within the online eCollege EDUC 405 course.

American Psychological Association (APA) 6th edition formatting is required for all writing assignments.

Peer Review of Research Paper Topic Introduction (5 points):

Fellow classmates will constructively critique topic overviews. Specifics for the topic review critique process will be available within the online eCollege EDUC 405 course.

Video Assignment (10 points):

Each student will create a brief video presentation, using YouTube or VoiceThread. Specifics for the video presentation assignment will be available within the online eCollege EDUC 405 course.

Peer Review of Video Assignment (5 points):

Fellow classmates will constructively critique video assignments. Specifics for the video presentation critique process will be available within the online eCollege EDUC 405 course.

Final Research Paper (20 points):

Each student will prepare a final research paper that will require American Psychological Association (APA) formatting (6th edition). Specifics and grading rubric will be available within the online eCollege EDUC 405 course. All final research papers submitted to the Dropbox will automatically be submitted to Turnitin.com, which will produce an originality report for review. The percentage results that you receive from Turnitin must be 25% or less. If percentage is over the allowed percent, make any necessary changes and resubmit to the Dropbox before the due date deadline.

American Psychological Association (APA) 6th edition formatting is required for all writing assignments.

Grading

Your final grade will be based the following:

Activity	Points	Percent
Discussion Boards (5 at 5 points each)	25	25
Journal Reflections (5 at 5 points each)	25	25
Video Assignment	10	10
Peer Review of Video Assignment	5	5
Research Paper Topic Introduction	10	10
Peer Review of Research Paper Topic Introduction	5	5
Final Research Paper	20	20
Total	100	100

TECHNOLOGY REQUIREMENTS

The information contained in this section has been provided to assist you in preparing to use technology in your online course.

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2007 or 2010)

- Access to University Library site
- Access to an email

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (7.0, 8.0, or 9.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/Login.aspx> or <http://www.online.tamuc.org>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

Student Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- Chat Support: Click on “Live Support” on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc.).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Scholarly Expectations

All works submitted for credit must be original and created 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.

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In all instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Please see the Texas A&M University-Commerce (TAMUC) Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material" (Texas A&M University–Commerce, Graduate Catalog).

Intellectual Ownership

When reviewing the literature, one frequently peruses written thoughts, findings, conclusions, and perspectives of individuals and organizations that may be used to create credibility and/or rationale from investigative studies. A problem, however, is how to capitalize on such information, yet not violate the principles of intellectual ownership. One solution involves answering two questions: (1) what is plagiarism? (2) How is plagiarism avoided? Simply stated, plagiarism is claiming another person's or organization's works as one's own. Such violations may be avoided by knowing how to use and acknowledge the works of others. The 6th Edition of the Publication Manual of the American Psychological Association states: "Authors do not present the work of another as if it were their own work" (p. 16). "Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source" (p.170). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to cite it in the text.

Some people seem to believe that anything found on the Internet is free to use as they please. The "cut and paste" option also makes it easy to plagiarize. However, information on the web must be properly cited just as you would any "hard copy" periodicals. In this course, APA style citation is expected. Any written assignments must include in text citations as well as a separate reference page. The following web site provides valuable insight relating to what constitutes plagiarism and how it may be avoided:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

To avoid plagiarism an individual must give credit wherever he or she uses:

- another individual's idea, opinion, or theory
- facts, statistics, graphs, and drawings that are not common knowledge
- quotations of another individual's spoken or written words
- paraphrase another individual's spoken or written words

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. If you have any questions, please let me know.

Attendance Policy

Students are expected to “attend class” and actively participate. The professor will monitor student participation/activity.

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

Late Work

I do not accept late work and do not believe in allowing students to turn in work after the due date. However, I do understand that sometimes there are circumstances outside one’s control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, a student is expected to notify the instructor before the assignment deadline.

Drop Course Policy

Students should take responsibility for dropping themselves from the course according to University policy should it become necessary.

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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Go to the following email address: StudentDisabilityServices@tamuc.edu

Go to the following link: [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).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University email and in announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you will complete and turn in your assignments on time.

Module 1 Jan. 20-Feb. 2	Read pp. 2-24 – Globalization Textbook Discussion Board “Post” due by Jan. 27 Discussion Board “Replies” due by Feb. 2 Journal Reflection due Feb 2
Module 2 Feb. 3-Feb. 16	Read pp. 25-47 – Globalization Textbook Discussion Board “Post” due by Feb. 10 Discussion Board “Replies” due by Feb. 16 Journal Reflection due Feb. 16
Module 3 Feb. 17-Mar. 2	Read pp. 48-76 – Globalization Textbook Video Assignment due Feb. 23 Peer Review of Video Assignment due Mar. 2
Module 4 Mar. 3-Mar. 16	Read pp. 77-92 – Globalization Textbook Discussion Board “Post” due by Mar. 9 Discussion Board “Replies” due by Mar. 16 Journal Reflection due Mar. 16 Spring Break – Mar. 16-22
Module 5 Mar. 24-Apr. 6	Read pp. 93-114 – Globalization Textbook Research Paper Topic Introduction due Mar. 30 Peer Review of Research Paper Topic Introduction due Apr. 6
Module 6	Read pp. 115-141 – Globalization Textbook

Apr. 7-Apr. 20	Discussion Board “Post” due by Apr. 13 Discussion Board “Replies” due by Apr. 20 Journal Reflection due by Apr. 20
Module 7 Apr. 21-May 8	Read pp. 142-159 – Globalization Textbook Discussion Board “Post” due by Apr. 27 Discussion Board “Replies” due by May 4 Final Research Paper due May 4 Journal Reflection due May 8