Course Syllabus
EDUC 405-01W: Global Fluency Summer II 2015

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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.
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. Discuss 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 Pearson LearningStudio (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.

Video Assignment (30 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 (20 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.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Boards (5 at 5 points each)</td>
<td>25</td>
</tr>
<tr>
<td>Journal Reflections (5 at 5 points each)</td>
<td>25</td>
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<tr>
<td>Video Assignment</td>
<td>30</td>
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<tr>
<td>Peer Review of Video Assignment</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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TECHNOLOGY REQUIREMENTS

• To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  o 512 MB of RAM, 1 GB or more preferred
  o Broadband connection required courses are heavily video intensive
  o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

• You must have a:
  o Sound card, which is usually integrated into your desktop or laptop computer
  o Speakers or headphones.
  o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

• Current anti-virus software must be installed and kept up to date.


Running the browser check will ensure your internet browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.
You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

- **Adobe Reader**  [https://get.adobe.com/reader/](https://get.adobe.com/reader/)
- **Adobe Flash Player**  (version 17 or later)  [https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
- **Adobe Shockwave Player**  [https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see:  
[System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)

### ACCESS AND NAVIGATION

**Pearson LearningStudio (eCollege) Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to  [myLeo](http://www.tamuc.edu/myleo.aspx).

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](mailto:helpdesk@tamuc.edu).

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

**Pearson Learning Studio Student Technical Support**
Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson Learning Studio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.

- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number.
4. At that time, I will call the helpdesk to confirm your problem and follow up with you.

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**Internet Access**
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

**myLeo Support**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

**Learner Support**
Go to the following link **One Stop Shop**- created to serve you by attempting to provide as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

Go to the following link **Academic Success Center**- focused on providing academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

**FREE MOBILE APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.
Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### 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 of 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

Students with Disabilities
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  
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

**Nondiscrimination Notice**  
Texas A&M University-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.

**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 current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)

**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.
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<thead>
<tr>
<th>Module 1</th>
<th>Read pp. 2-47 – Globalization Textbook</th>
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<tbody>
<tr>
<td>July 13-July 19</td>
<td>Discussion Board “Post” due by July 16.</td>
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<td>Discussion Board “Replies” due by July 19.</td>
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<td>Journal Reflection due July 16.</td>
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<tr>
<td>Module 2</td>
<td>Read pp. 48-92 – Globalization Textbook</td>
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<tr>
<td>July 20-July 26</td>
<td>Discussion Board “Post” due by July 23.</td>
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<tr>
<td></td>
<td>Discussion Board “Replies” due by July 26.</td>
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<td></td>
<td>Journal Reflection due July 23.</td>
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<tr>
<td>Module 3</td>
<td>Read pp. 93-114 – Globalization Textbook</td>
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<tr>
<td>July 27-August 2</td>
<td>Discussion Board “Post” due by July 30.</td>
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<tr>
<td></td>
<td>Discussion Board “Replies” due by August 2.</td>
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<td>Journal Reflection due July 30.</td>
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<tr>
<td>Module 4</td>
<td>Read pp. 115-141 – Globalization Textbook</td>
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<tr>
<td>August 3-August 9</td>
<td>Discussion Board “Post” due by August 6.</td>
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<tr>
<td></td>
<td>Discussion Board “Replies” due by August 9.</td>
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<td></td>
<td>Journal Reflection due August 6.</td>
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<tr>
<td>Module 5</td>
<td>Read pp. 142-159 Globalization Textbook</td>
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<tr>
<td>August 10-August 13</td>
<td>Video Assignment due August 11.</td>
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<td>Peer Review of Video due August 13.</td>
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