EDUC552 Going Global
COURSE SYLLABUS: Summer II 2015

Instructor:
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COURSE INFORMATION

Materials -Textbooks, Readings, Supplementary Readings:
All course readings will be included in your McGraw-Hill eBook. To access your readings for this course, click on the Course eBook link in the left hand navigation block.


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, 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 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 informationally, global age.

**Assignment Table**

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**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 you actively participate in class discussion, activities, and case studies.

Work on your written assignments according to the course schedule and submit these in a Word Document to the relevant Dropbox.
- Journal (100 points/ unit x 7 units = 700 points)
- Weblography (100 points/ unit x 7 units = 700 points)
- Discussion Board (100 points/unit x 7 units = 700 points)
- Assignments (50 points/module x 5 modules = 250 points)
- Project 100 points for your group’s presentation, and 100 points for group participation as evaluated by your peers

**Weekly Assignments**

**Journal:** Each student is to post a journal entry for each module’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). A

**Weblography:** Each student will contribute a relevant resource to our Program EduWiki each module.

**Discussion Participation:** Each student will make at least 3 meaningful discussion posts for each of the 7 modules, interacting with the other students in the class. See the rubric below for the discussion participation grading criteria.

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<th>Satisfactory</th>
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<td>First Visit: Initial Post (1)</td>
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<td>20/50</td>
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<td>Quantity and timeliness</td>
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<td>Demonstrates knowledge and understanding of content and applicability to professional practice</td>
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<td>Generates learning within the community</td>
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<td>2nd and 3rd Visit: Reply to Other Learner(s)</td>
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<td>15/25 (x2)</td>
<td>20/25 (x2)</td>
<td>25/25 (x2)</td>
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**Group Project:**
Each student will participate in a group presentation on one of the course lecture topics. Groups will 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.

Students will self-select into a group based on common interests identified in the first Module of this course.

Group Set-Up Guidelines: Teaching faculty will allow students to self-select into a week and topic based on common interests. The group sizes can range from 2-8 students in each group.

**Individual Projects/Evaluations**

**Group Participation Evaluation:** Each student will evaluate the efforts and contributions to the group project from each of his or her group’s members.

**Assignments:** Each student will complete a total of 5 written assignments in this course. Details are provided in each module.

**NOTE:** More detailed directions for the assignments are provided in the lectures within each module. For this reason, I suggest you watch the lectures early in the week.
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/headphones for synchronous sessions
- 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 LEARN (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 LEARN message 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

LEARN Technical Concerns
Please contact the HelpDesk, available 24 hours a day, seven days a week. By clicking on the "Get Help" link at the bottom of any screen within LEARN. Chat, Voice and Self-help tools are all conveniently located on this page for your access.

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 "Ask Your Instructor" page, 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:
Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (LEARN) 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).
COURSE AND UNIVERSITY PROCEDEURES AND POLICIES

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 Turn It In 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 synchronous 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 synchronous 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.

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
Email StudentDisabilityServices@tamuc.edu

STUDENT CONDUCT

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.

This statement presents the University's commitment to a safe, accepting environment for all students regardless of sexual orientation, gender identification, or gender expression.

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).