



**OLT514.01W (CRN 22629)**  
**Generational Issues in Global Education**

Course Syllabus/Spring 2009  
 Meets 1/14/2019 through 3/01/2019

**Instructor: Gail D. Caruth, Ed.D.**

**Office Location:** TBD

**Office Hours:** By appt before or after class

**Office Phone:** 903-886-5520

**Office Fax:** 903-886-5507

**University Email Address:** [gail.caruth@tamuc.edu](mailto:gail.caruth@tamuc.edu)

**COURSE INFORMATION**

**Materials –Readings, Supplementary Readings**

**Textbook(s) Optional:**

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

**Textbook(s) Recommended:**

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2014). *An easy guide to APA style* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

**Course Description:** This course provides an introduction to generational issues in the global education. Topics include a comparison of the strengths and weaknesses of the generational styles of learning, parallels between the different generations, facilitating collaboration between the generations rather than isolation the cohort experience of each generation, the learning style of the different generations and a pedagogy for the 21st century.

**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. Identify and define the generation styles of learning presented in this course.
2. Describe the role of the teacher among the generations.
3. Learn how to facilitate collaboration between the generations rather than isolation.

4. Understand the characteristics of the four generations and work constructively to accomplish common goals.
5. Examine culture and community in a changing society.
6. Describe the cohort experience.
7. Compare the strengths and weaknesses of the generational styles of learning.
8. Identify parallels between the different generations.
9. Discuss the learning styles of the different generations.
10. Examine pedagogy for the 21<sup>st</sup> century.

### **COURSE REQUIREMENTS**

A wide variety of instructional methods will be utilized to provide meaningful learning experiences. It is vital that support material is read prior to class and that you actively participate in class discussion and activities.

Work on your assignments according to the course schedule and submit these in a Word Document to the relevant Dropbox.

## **ASSIGNMENT TABLE**

	<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>	<b>M6</b>	<b>M7</b>	<b>Total Points</b>	<b>%</b>
1. Module Discussion Participation (6)		100	100	100	100	100	100	<b>700</b>	<b>70%</b>
2. Research Paper (1)						100		<b>100</b>	<b>20%</b>
3. Journal Abstracts (3)				100	100		100	<b>300</b>	<b>10%</b>
<b>Total</b>								<b>1100</b>	<b>100%</b>

### **GRADING**

**Grading Scale:**

90-100 A  
 80-89 B  
 70-79 C  
 60-69 D  
 59 and below F

### Assignment Overview

**Discussions:** Students will read the assigned reading (in modules where there are more than one chapter reading assignments students will select one of the readings to critique) and prepare a written critique to post. As a minimum, each critique must offer a *short summary* (half of a page) of the focus and main thesis presented by the author. The body of each critique (2½ - 3½ pages in length) will contain the *student's assessment* of the ideas expressed in the chapter and the reason(s) for this assessment. Critiquing the material includes stating the key ideas and evaluating them for soundness (e.g., Are these ideas reasonable? Does the author offer logical reasons for them? How does each idea "mesh" with the course textbooks and/or other class materials/discussions? What are the strengths and/or weaknesses of the article/chapter?), and relating them to the course objectives and content. The critique must conclude with one or two concerns the article did not address and/or areas that might serve as foundations for future research.

Students will use double-spaced type (Times New Roman 12-point font). The format will include 1-inch margins on the top, bottom, and sides, and **fully comply with APA (6<sup>th</sup> ed.)** guidelines. Please note: this assignment involves *critiquing* written work related to the OLT 514 Generational Issues in Global Education. Do **NOT** submit work that simply synthesizes what the author(s) wrote, or only reaffirms agreement/disagreement with the contents of the assigned reading. **Do NOT recycle work from another class.**

Each student will make at least 3 meaningful discussion posts for each of the seven modules interacting with the other students in the class. See the rubric below for the discussion participation grading criteria. Posting 3 times does not constitute exemplary work in Graduate School

	<b>Does not post or reply</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exemplary</b>
<b>First Visit: Initial Post (1)</b>	<b>0/50</b>	<b>20/50</b>	<b>35/50</b>	<b>50/50</b>

Quantity and  
timeliness

Demonstrates  
knowledge and  
understanding of  
content and  
applicability to  
professional practice

Generates learning  
within the community

Grammar and spelling  
reflects that of  
graduate student level  
writing

**2nd and 3rd Visit:  
Reply to ORIGINAL  
Posts of classmates**

**0/25  
(x2)**

**15/25 (x2)**

**20/25 (x2)**

**25/25  
(x2)**

**Journal Abstracts:** Each student will be required to read three peer reviewed journal articles on any topic related to the field of generational styles of learning and write an abstract for each one. A template will be provided. These will be due in modules 2, 4, and 6.

**Research Paper:** Students will write a research paper directly related to one aspect of the course. The research paper will be between 2,800 - 3,000 words, utilize a minimum of 12 references within the last five years, and adhere to standard APA (6<sup>th</sup> ed.) format. The research paper should basically constitute a literature review of an aspect of the course that caught your fancy. Students will use double-spaced type (Times New Roman 12-point font). The format will include 1-inch margins on the top, bottom, and sides, and **fully comply with APA (6<sup>th</sup> ed.)** guidelines.

**Assignments submitted after the due date** are dropped one full letter grade if one day late, two full letter grades if two days late, etc., unless prior approval is granted. Use your syllabus as an action plan to complete all work in a timely manner. **There are no extra credit assignments in this course.**

**Disclaimer Reserving Right to Change Syllabus:**

The instructor reserves the right to amend this syllabus as necessary. It is the student's responsibility to stay up to date and aware of any such changes made once the professor indicates that amendments have been made.

**Email Response Policy:**

I typically check my emails throughout the day. I will respond to your emails as soon as possible the same day or within twenty-four (24) hours. Please include your name and course number so that I know who you are. Often email addresses don't clearly identify the sender.

**Contacting Gail Caruth Isbill:**

Your success in this class is dependent on your understanding of the material and completion of the assignments. I encourage you to contact me individually if I can be of further help anytime you do not understand the course content or need clarification on the assignments. You may arrange a specific phone appointment by e-mailing me at [gail.caruth@tamuc.edu](mailto:gail.caruth@tamuc.edu). As an adult learner you are responsible for your learning and I am here to help you complete this course successfully.

## TECHNOLOGY REQUIREMENTS

**Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*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/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>
- 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.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **Brightspace Support**

#### **Need Help?**

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.



#### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

#### **Interaction with Instructor Statement**

**The instructor's communication response time and feedback on assessments are stated clearly.**

### **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

#### **Course Specific Procedures/Policies**

**Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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)  
<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **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 162  
 Phone (903) 886-5150 or (903) 886-5835  
 Fax (903) 468-8148  
 Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

<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.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **COURSE OUTLINE / CALENDAR**

This schedule incorporates details associated with this course's weeks and associated Modules. Specific assignments for each Module can be found on each Module home page. Plan to revisit this schedule on a regular basis. Your faculty will notify you via the LEARN announcements of any changes to this schedule.

<b>Dates</b>	<b>Module Descriptions</b>
1/14/2019 - 1/20/201	Module 1 – Generations Overview
2/21/2019 - 2/27/2019	Module 2 - A Brief History of Pedagogy in the 20th Century

- 1/28/2019 - Module 3 - Generation: The Veterans  
2/03/2019
- 2/04/2019 - Module 4 - Generation: The Boomers  
2/10/2019
- 2/11/2019 - Module 5 - Generation: GenerationX  
2/17/2019
- 2/18/2019 - Module 6 - Generation: The Millennials  
2/24/2010
- 2/25/2019 - Module 7 - The Multigenerational Workforce  
3/01/2019