CCS 400: Global Perspectives Colloquium  
Place vs. Home  
Summer Session I 2016  
MT-RF, 10:00am – 12:30pm  
Main 116

COURSE INFORMATION:
Instructor: Dr. Aaron Routhe  
E-Mail: arouthe@carrollu.edu  
Office: Tikalsky House 204  
Office Phone: 262-524-7166

Office Hours: MT-RF 12:30pm-2:00pm or by appointment

Text: The instructor and students will work collaboratively to identify course readings.

COURSE DESCRIPTION:
CCS 400: Global Perspectives Colloquium (GPC) is a 2-credit course that is the final course in the Cross-Cultural Component of the Pioneer Core. GPC is intended to bring together advanced students from multiple disciplines to engage in critical reading and discussion. Students will reflect on their cross-cultural experiences, link in-class and off-campus experiences, participate in student-driven discussion, and engage members of the Carroll community (e.g. first-year students, Carroll staff and faculty employees, alumni, Waukesha community members). The GPC seminar models interdisciplinary and life-long learning, and serves as a gateway experience, preparing students to continue learning, leading, and contributing to the communities they participate in once leaving Carroll after graduation.

GOALS AND OBJECTIVES: Upon completion of this course, students will be able to:
1. Present information and facilitate discussion in an interdisciplinary environment.  
   Assessments: Discussion Leader, Community Engagement
2. Describe how cross-cultural awareness informed their Carroll education and understanding of global issues.  
   Assessments: Participation, Quizzes, Reflective Posts, Persuasive Essay, Community Engagement
3. Engage members of the Carroll community outside of the classroom in discussing the student’s general and cross-cultural education.  
   Possible Assessments: Blogs, E-Portfolio/Web Profiles, Videos, Art Projects, Oral Presentations

EXPECTATION OF STUDENTS:
I expect students to act in a professional and respectful manner in class at all times. The Carroll University Compact (see catalog) calls members of the Carroll community to strive to live according to certain values. This class has both these general expectations and the following specific expectations as well:
1. We may discuss controversial ideas, topics, issues, etc. These, or views expressed about them, may challenge what you currently value and think. Your engagement with your classmates must be both respectful and responsible.
2. Your participation in the class is evaluated on quality rather than quantity. As a seminar, I do expect everyone to have something to contribute in each meeting; be mindful about not monopolizing the conversation.

GRADING DIVISIONS:
Seminar Participation .......................................................... 15%
Reading Pop Quizzes / Discussion Questions / Comments .............................................. 20%
Class Discussion Leader .......................................................... 20%
Online Reflective Discussion Posts (3 @ 5% each) ......................................................... 15%
Persuasive Essay (Signature Assignment) ................................................................. 10%
Community Engagement .......................................................... 20%

GRADING SCALE:
A=93-100  AB=88-92.9  B=82-87.9  BC=78-81.9  C=70-77.9  D=60-69.9  F=0-59.9
ASSIGNMENTS:
1. Seminar Participation
   This is a discussion-based course. Your participation is critical to its goals and success. **You are expected to come prepared to share and contribute at least one thoughtful comment during every two-hour meeting.** If you are absent, you cannot participate and that will affect your grade.

2. Reading Pop Quizzes
   **Quizzes on class readings will happen at the start of each meeting.** Each quiz will consist of 3-6 questions, and cover the required reading material for that day. (Creating quiz questions is part of your duty as a daily discussion leader). Quizzes should be fairly easy for those who come prepared (i.e., read and reflected on the required reading). There will be no make-up quizzes unless arrangements for missing the class had been made prior to the quiz date. Students leading that day’s discussion will not have to take the quiz.

3. Class Discussion Leader
   **Each student will be responsible for co-facilitating a 45-50 minute discussion.** This requires: selecting readings, giving a brief presentation, and facilitating class discussions. Each student will be required to jointly select the readings and lead the discussion for one date during the course. If a student is absent on the day of her/his discussion, she/he will receive zero points. **Reassignment to a different discussion will be done only under extreme circumstances, which are completely at the instructor’s discretion. Discussion leaders should demonstrate equal participation and understanding of all required readings.**

   Having you lead most of the discussions gives you more ownership of the seminar. Discussion leaders will facilitate discussion on the topic in whatever means they choose. The required readings must be discussed, and additional materials are encouraged (be creative!). **Discussion leaders are graded on the reading selection (30%) and on leading the discussion (70%) by: clearly demonstrating an understanding of the required reading; relating information that is pertinent to the discussion; drawing from additional resources or using creative approaches to improve class discussion; and facilitating dialogue in a manner that adds value to the overall class discussion.** Your instructor will conduct the first such discussion and an evaluation rubric will be provided.

4. Online Reflective Posts & Reply Comments
   **Each student will make three (3) original online posts of her/his reflective responses to prompts provided by the instructor. Reflective posts must provide insight into how a student’s views are changing, or not, as a result of the Cross-Cultural Component of your Carroll education. Each reflective post must be submitted online by the beginning of class on the due date indicated in the relevant post # topic folder on the seminar’s Discussion eLearning page.** Original posts are graded based on whether the student has written for the appropriate length and has made an authentic, substantive effort at reflecting on the prompt. For each of the three reflective posts due, each student also must make one ‘reply’ comment to another student’s original post by the same time the original posts are due. Only one ‘reply’ comment is allowed per original post; missing comments reduce a student’s original post grade by 1% of the assignment’s points. Do not wait until the last minute to make your original post since you will be making others wait or late in completing the assignment. ‘Reply’ comments are graded based on how substantive they are. For example, your replies should build on the original post, offer a question to consider, or add a differing perspective, etc. Rather than responding with, ”Good post,” explain why the post is ”good” (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. **Just saying ”I agree” or ”Good idea” is not sufficient and is equivalent to a missing comment.**

5. Persuasive Essay (Signature Assignment)
   Each student will be required to write and submit one essay. It represents the third tier in the writing component of the General Education program (tier 1: ENG 170; tier 2: CCD) and will include a peer editing component. You will be graded based on your ability to develop a short argument for how your Carroll General Education has supported your overall educational goals and will make you a better world citizen and candidate for a job after graduation. Late submissions will receive 0 points – period.
6. **Engaging the Carroll Community**

Like each GPC section, our class is required to engage the broader Carroll community by including your personal experiences both across your distribution courses and through your cross-cultural experiences. The goal is to connect your reflections on your educational experiences to other members of the Carroll community (e.g., freshmen in CCS 100 or ENG 170, members of the Board of Trustees, alumni, prospective students or other campus members). The project will be evaluated based on the value of individual contributions, as determined by peers, and the overall success of the project.

This is meant to be a creative endeavor, and students in each group of four (4) or five (5) may pursue whatever means they think would best communicate their educational experiences. Examples include, but are not limited to, the creation of a 10-minute movie, a short play, a photographic and documentary exhibit, a blog, or a group presentation.

The class project must include 1) substantial contributions by all students in the group; 2) reflection on your General Educational experiences, including the cross-cultural experience; and 3) analysis and synthesis of information using emerging technologies and traditional media.

### TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Mtg</th>
<th>Date</th>
<th>Topic</th>
<th>Leaders</th>
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<tbody>
<tr>
<td>#1:</td>
<td>R 5/5</td>
<td>Introduction to Course</td>
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| #2: | F 5/6 | Introduction to Discussion Leaders  
Introduction to Community Involvement Project  
**Reflective Post #1 Due** | |
| #3: | M 5/9 | Discussion #1 – Sense of Place & Beyond Homelessness | Dr. A |
| #4: | T 5/10 | Student Led Discussion #1 | |
| #5: | R 5/12 | Student Led Discussion #2 | |
| #6: | F 5/13 | Student Led Discussion #3  
**Reflective Post #2 Due** | |
| #7: | M 5/16 | Student Led Discussion #4 | |
| #8: | T 5/17 | G.P.I. (Global Perspectives Assessment)—Location: TBA  
C.I.P. (Community Involvement Project) Group Work | |
| #9: | R 5/19 | Student Led Discussion #5  
**Reflective Post #3 Due** | |
| #11: | F 5/20 | Student Led Discussion #6 | |
| #12: | M 5/23 | Student Led Discussion #7 | |
| #13: | T 5/24 | Student Led Discussion #8  
**Persuasive Essay Due** | |
| #14: | R 5/26 | Engaging the Carroll Community Presentations | |
COURSE POLICIES:

1. **Academic Integrity:**
   Academic misconduct (e.g. plagiarism, impeding the academic work of other students, etc.) is prohibited in this class and is addressed according to Section V of the Student Handbook, “Academic Policies and Procedures: Policies and Procedures on Student Academic Integrity.” Academic misconduct may result in sanctions such as: a lower or failing grade on an assignment, a lower or failing grade in the class, suspension from the College. Please read the procedure in the student handbook and be informed particularly of plagiarism (i.e. claiming credit for the work of another without proper authorization or citation). Ignorance is no defense for plagiarism.

2. **Academic Support:**
   The Learning Commons, located in the bottom floor of the Library, offers tutoring, writing assistance, and study skills assistance as well as group study rooms and places to study. For more information, go to: [http://www.carrollu.edu/Learningcommons/](http://www.carrollu.edu/Learningcommons/). See also information about the writing center and upcoming workshops: [http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790](http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790).

3. **Writing Center:**
   The Carroll University Writing Center, located in the library Learning Commons, is open Sunday through Friday. Writing Assistants are available either by appointment or on a drop in basis. To schedule an appointment, use LC Online, which is accessible through the student portal or by visiting: [http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790](http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790).

From brainstorming to citation, Writing Assistants can help you with any stage of the writing process. Appointments are thirty minutes long, and are free to all students.

4. **Accommodations for Disabilities:**
   Students with documented disabilities who may need accommodations or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via e-mail at mbledsoe@carrollu.edu.

5. **Modification of Course Content and Class Schedule:**
   The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum or program requires.

6. **Attendance:**
   Students are expected to attend and arrive promptly for all class meetings. Absence will result in the lowering of your participation grade and no make-up opportunities will be provided for students missing quizzes.

“**How do I get an A?**”

A ‘C’ evaluation is assigned for average work that meets the minimum criteria for an assignment. If you do exactly what I ask, you may receive a ‘C’. ‘B’ work goes above and beyond, shows critical thinking, and is above average for the entirety of the assignment, not just intermittently. ‘A’ work is superior (excellent), clearly showing concentrated effort, attention, and detail. ‘A’ work is uniquely insightful and will obviously exceeds all minimum criteria. If you would like to earn an ‘A’ or a ‘B’ in this course, be prepared to work hard from the beginning of the term all the way to the end, spend time and energy on assignments, and positively contribute to class. Doing the minimum adequately will earn you a ‘C’. Additionally, I do not discuss grades over email but am happy to make an appointment with you or meet with you during my office hours to discuss any concerns you have.

**Additional Notes:**
- **Writing:** I expect, and grade for, good writing on all written work. This includes proper grammar, punctuation and good use of vocabulary in addition to well-constructed paragraphs to convey structured thoughts and
arguments. Visit Carroll’s writing center (you’re paying for it!) to assess and improve the quality of your writing. Bring a copy of the assignment so they understand how to best assist you.

- **Formatting**: All papers should be typed unless otherwise instructed. Use 11 or 12 point Times New Roman font and multiple page papers MUST be stapled when printed; print double-sided. Include page numbers.
- **Citations** should be done appropriately. If your discipline has a different style than the social sciences (i.e. MLA), use it consistently. If you are not aware of a style, use APA.
- **Printing**: To reduce paper waste, I accept the following:
  - Cover pages not required; put your name, class, and assignment in upper left corner of the page.
  - Print double-sided (choose it in printer preferences). Use double line-spacing.
  - If you are only citing a few sources (i.e. our text), let it print at the bottom of the last page of your paper.
- **Due dates**: Assignments are due in class on the date assigned. All assignments are docked 10% for each calendar day they are late. “My printer is broken” is not an acceptable excuse given the accessibility of computer labs on campus. Make up quizzes or exams do not occur unless arrangements are made previous to the planned date of the assessment.
- **Cell phones, social media, computers, & Internet use**: Turn off cell phones. **Text messaging during class meetings and seminar discussions reduces your participation grade.** Do not let technology use distract you or others from watching films, listening to speakers, listening to each other, or participating in class.