Course Objectives & Learner Outcomes

Upon completion of this course students should be able to

1. Present information and facilitate discussion in an interdisciplinary environment.

2. Articulate how cross-cultural issues have shaped their Carroll education and their understanding of global issues.

3. Critically reflect on their cross cultural experiences.

Course Description

Global Perspectives Colloquium is a 2-credit course that meets on Wednesdays in Ed Hall 102. CCS 400 is the final course in the Cross-Cultural Component of the Pioneer Core. The topics of this course will be determined by the students as the course unfolds.

The Global Perspectives Colloquium course is intended to bring together students from multiple disciplines to engage in critical reading and discussion. Students will also reflect on their cross-cultural experiences, link in-class and off-campus experiences, and participate in student-driven discussion. The course rests on a common organizational framework, common learning outcomes, and some common assessments. Within the framework of "Global Perspectives" students propose broad course topics that are interdisciplinary in nature and students choose readings and lead discussion (e.g. global perspectives on Sustainability or Development). In this way, the Global Perspectives Colloquium models interdisciplinary and life-long learning and serves as a gateway experience, preparing students to take responsibility for their own continuing education after graduation.
Assessment

Learning outcomes matrix

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<thead>
<tr>
<th>Assessment Measures</th>
<th>Learning outcomes</th>
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<tr>
<td></td>
<td>Facilitate discussion</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>Discussion Facilitation</td>
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<tr>
<td>Written Contributions</td>
<td>x</td>
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<tr>
<td>Discussion Participation</td>
<td>x</td>
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<td>Signature Assignment outline</td>
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<td>Signature Assignment</td>
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<tr>
<td>CCE Project</td>
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Grading Scale

- A 93%-100%
- AB 88%-92.9%
- B 83%-87.9%
- BC 78%-82.9%
- C 70%-77.9%
- D 60%-69.9%
- F 0%-59.99%

Evaluation

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<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>10</td>
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<tr>
<td>Discussion facilitation</td>
<td>25</td>
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<tr>
<td>Written discussion contributions</td>
<td>10</td>
</tr>
<tr>
<td>In-Class discussion participation</td>
<td>10</td>
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<tr>
<td>Signature Assignment Outline</td>
<td>5</td>
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<td>Signature Assignment</td>
<td>20</td>
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<tr>
<td>CCE Project</td>
<td>20</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**Student Evaluation**

**Attendance (mandatory; potential loss of points)**
A sign-in sheet will be available before every class period. I will collect the attendance sheet at the beginning of every class. You may be tardy once (for whatever reason). You will lose 5 points for each tardy beyond the one permitted. The nature of this student-led course requires your attendance. You will not earn points for participation in discussion on days you are absent.

**Late assignments prohibited:**
Late assignments are not accepted. If you fail to submit an assignment on time, you will earn 0 points for the assignment.

**Discussion Board (10%)**
Interaction online via the class Discussion Board is a required component of this hybrid course. You will be engaging in discussion, viewing and responding to posted videos, and collaborating with classmates on projects, and providing feedback to your peers via the discussion board. You will also be responsible for posting discussion contributions in advance of class (see Written Discussion Contributions).

**Student-facilitated discussions (25%)**
You will be required, as a member of a group, to select the readings and lead the discussion of those readings for one date during the course. If you are absent on the day of your discussion, you will receive 0 points. Discussion leaders should demonstrate equal participation and understanding of all required readings.

Allowing you to lead discussions throughout the course truly provides you with intellectual ownership of the course. The discussion leaders for each class will facilitate discussion on the topic for that day in whatever means they choose. The required readings must be discussed, but additional materials may also be used. Be creative!

**Written Discussion Contributions (10%)**
For each of the discussion dates, you must prepare one of the following discussion contributions: a question, a challenge, a factoid, or a current policy/event.

- A question thoughtfully and succinctly explores ideas related to a topic.
- A challenge is a brief statement that is contrary to an author’s position in one of the required readings for that day’s discussion.
- A factoid summarizes current and relevant information (with references, preferably to a website or online resource) that helps students better understand a topic.
- A current policy/event reveals the interface between the political landscape and a topic.

Discussion contributions should be 1-2 sentences in length (3 sentences only in rare instances, when further description is required). Each discussion contribution will be graded based on 1) the insight demonstrated by the discussion contribution; 2) the relevance of the discussion contribution to the required readings for that day’s discussion; and 3) the brevity and “ease of
“use” of the discussion contribution by the discussion leader (more succinct discussion contributions are easier for the discussion leader to use “on the fly”). Student discussion contributions must be submitted to the discussion leader(s) electronically via discussion board at the beginning of class (i.e., before or at 8:00/9:20/10:40 AM). Student discussion contributions posted after 8:00/9:20/10:40 AM will earn 0 points for that date.

The goal, of course, is to help you learn to read critically and to question what you read. Student discussion contributions will aid discussion leaders in promoting discussion and, in some cases, help identify areas where students do not fully understand the reading material.

**In-Class Discussion Participation (10%)**

Because this is a discussion-based course, your participation is critical to both the goals and the success of the course. You are expected to come to class prepared to share ideas in a discussion. Each student is expected to contribute AT LEAST one thoughtful comment during every class meeting. Students who are absent or do not speak will earn 0 points for that week.

**Signature Assignment (25%)**

The signature assignment is required for all courses in the cultural thread of the Pioneer Core. The purpose of the cultural thread of the Pioneer Core is to address two key learning outcomes: student will understand world cultures and reflectively interact with cultures other than their own and critically evaluate global issues from multiple perspectives.

In this final signature assignment, you are asked to reflect back upon your Carroll experiences in a 1200-1500 word paper to explore your personal growth (if any) in intercultural competence. You should consider the following:

- What did I learn about intercultural knowledge, skills and attitudes?
- What did I experience when I put this knowledge into practice?
- Why does this matter? (this can be interpreted in many ways—why does it matter to you as a person, as a citizen, as a member of many different cultural groups, as a person who will work and interact with people who are from different cultures, etc.).

This should reflect your best work, so you are urged to turn in an outline to get feedback before submitting the final paper. It is essential that you understand that this paper is about you—it is a reflection of what you have learned and experienced, and so it should contain good examples of what you did and felt and experienced, and the ways in which your understanding of yourself, your own culture and the world around you changed (if it did).

The final draft must be turned in to me to be graded and must also be uploaded to the X-drive. For information on how to access the X-drive, go to the ITS website or contact the ITS Help Desk.
**CCE Project (20%)**

For this project, you will be collaborating with your peers to create a free-standing, electronic presentation about the value of your CCE experience. The project will be evaluated based on the value of individual contributions, as determined by peers and the overall success of the project. Additionally, each student is required to provide feedback on peers’ presentations.**

This is meant to be a creative endeavor, and each group of 2-3 students 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 photographic and documentary exhibit, or a blog.

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

**CCE Project Feedback**

All students use provide thoughtful feedback/comment on the 5 other groups’ projects. The purpose of the comments is to reflect on the presenters’ work and to make connections or contrasts to your own CCE/life experiences. Comments should be appx. 7-10 sentences in length. This is counted in your Discussion Board grade.

**Accommodation for Students with Disabilities**

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, the Carroll University disabilities coordinator, no later than the first week of class. Mrs. Bledsoe may be reached by calling 524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

**WRITING CENTER**

"The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation. To make an appointment, go to [http://www.carrollu.edu/learningcommons/writingcenter.asp](http://www.carrollu.edu/learningcommons/writingcenter.asp). Or you can log into mycarrollu.edu, select the student tab, click on the Library Learning Commons link and follow the instructions on the Make An Appointment–Library Learning Common section. For quick questions taking 10 minutes or less, drop-in visits with the Writing Assistants are available without an appointment in the Learning Commons Monday-Thursday from 2:30-5:30 p.m."

**Plagiarism and academic dishonesty**

Plagiarism is using someone else’s ideas or work and presenting it as your own ideas or work. Plagiarism – in any form – will not be tolerated in this course. For this course the sanction imposed by the instructor on a student who plagiarizes may be 0 points for the assignment for the first offense and automatic failure of the course for the second offense. Students who are
observed looking at another student’s paper, a cheat-sheet, or any other information source during a quiz may receive 0 points for that quiz. A student who copies another student’s work and the student who allowed the other student to copy her/his work may each receive 0 points for that assignment. A student who uses an author’s words as her/his own may receive 0 points for that assignment. If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.

To avoid plagiarizing an author, read the author’s writing, step away and reflect on the writing for several moments, and then paraphrase the author using your own words. After you reread your writing and the author’s writing, if there are more than a few words alike in a sentence, then you should find another way to convey the idea in your own words. In rare instances, you may use quotations and cite an author; do this only when absolutely necessary, however, because writing assignments are meant to be your writing, not someone else’s writing. There will be no exceptions to the plagiarism rule; if you are caught plagiarizing, then you may receive 0 points for the assignment.

For more information on Carroll University's policy and procedures on plagiarism and student academic integrity, see pages 36-40 of the 2013-2014 Student Handbook (https://my.carrollu.edu/ics/Departments/Student_Affairs/, under Important Documents & Information).

NEW LEARNING MANAGEMENT SYSTEM

Effective Fall 2017 Carroll is changing Learning Management Systems from eLearning to Canvas. You can access Canvas through my.carrollu.edu just like you accessed eLearning. The Canvas link is located on the left side of the screen under Quick Links. A Canvas tab will also replace the current eLearning tab.

There’s an app for that!

The Canvas by Instructure app is the mobile version of Canvas that helps you stay current with your courses anywhere you go. Available for iOS and Android devices.

Need help with Canvas?

There are several ways that you can get help using Canvas:

1. Click the Canvas Help button on the home page of any course.
2. Call the Canvas Support Hotline (available 24/7) (844) 358-6885
3. Click the Help button on the Canvas Menu bar and click Chat with Canvas Support. (Also available 24/7.)
4. Click Search the Canvas Guides in the Help Menu and search for an answer. “The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s)”
Syllabus modification

I reserve the right to modify the syllabus at any time. Students will always be notified at least one class meeting in advance, both in class and via email, of any modifications to the syllabus.

Tentative Course Timetable

**Sept 13**  Introduction to course
- Paper
  - What makes a great discussion?
- Your pairs/trios become your Discussion Groups
- HW: Outline of paper on e-learning due Sept 27
- CCE post on discussion board

**Sept 20**  CCE Breakfast (9 students)

**Sept 27**  CCE Breakfast (9 students)
- HW: On a half sheet of paper put your name and then the names of 3 people you wish to collaborate with for your CCE project
  - *Paper Outline due by midnight via Canvas*

**Oct 4**  Discussions
- Danger of a Single Story
- Topic selections in discussion groups

**Oct 11**  CCE Project details
- Final Consideration of all Rubrics
  - *Paper Due by midnight through Canvas*
  - (Essay also needs to be uploaded to the X-Drive)

**Oct 18**  CCE Project/Discussion Work Day  (Group 1 articles due by 6:00 PM)
- **Discussion articles need to be electronically shared with me by the start of the class period one week ahead of your discussion**
- Discussion contributions are due electronically by 8:00 AM on discussion board

**Oct 25**  Group 1 (Group 2 articles due)

**Nov 1**  Group 2 (Group 3 articles due)

**Nov 8**  Group 3 (Group 4 articles due)

**Nov 15**  Group 4 (Group 5 articles due)

**Nov 22**  Online Feedback work day
  - *CCE Presentations due on Discussion Board by 8:00 AM*
  - *Feedback due by midnight*

**Nov 29**  Group 5 (Group 6 articles due)

**Dec 6**  Group 6

**Dec 13**  Gen Ed Survey in computer lab
- Course wrap up/reflection