



Global Identity: Connecting Your International Experience to Your Future

COURSE DETAILS

Course Designator and Number: OLPD 3330

Number of Credits: 1

Language of Instruction: English

Contact Hours: 15

Instructor of Record: Christine Anderson

COURSE DESCRIPTION

Studying abroad is a transformative experience that has the power to challenge your thinking and your perspective on the world. Whether you are going abroad for the first or fifth time, each overseas experience living within a new or somewhat familiar culture has the potential to be a source of cultural information. It is also likely to help you develop your own cultural identity and prepare you to communicate the skills and strengths that employers/grad school admissions committees value in a globalized world.

Course Objectives

1. Support the learning of your own identity and intercultural knowledge.
2. Gain knowledge of intercultural literature, models, frameworks, theories, and concepts used in intercultural development and training.
3. Provide individual feedback to you as a learner to help promote deeper understanding of your experiences in the host culture.
4. Understand the value of the intercultural skill set you acquire overseas.

5. Prepare you to market your strengths and skills to future employers or graduate and professional school.
6. Promote reflection on how you can integrate your new perspective(s) and skill sets into life back home.

Methodology

Since this course is designed to be flexible to accommodate study abroad students, it will be offered online during the course of your study abroad experience. You will be asked to interact with and submit assignments to your instructor (TA), whose name and contact information are listed via Canvas.

This course is a building process that is highly dependent on your willingness to reflect on your experience and describe the intercultural skills you are developing to market this experience upon return. Due to the online nature of this course, reading, referencing, and using the literature to guide your analysis is key for success in the course. You will have a total of five written assignments. Part of intercultural learning is recognizing one's own and others' values and behaviors, how they impact a situation, and developing the skills for respectful and effective cross-cultural experiences. Pedagogically, each assignment builds on the previous assignment in some way. Descriptions of each assignment are explained in detail later on in this syllabus.

Intercultural studies and intercultural communications are both interdisciplinary fields that draw from anthropology, sociology, psychology, communications, and linguistics. As you begin the readings, you may find that some aspects of the texts seem like common sense. That's what's fascinating about intercultural learning: There are always layers, like layers of an onion, which you have to peel back before you can truly see what's inside. It is your job to take what you are learning and apply it to what you are experiencing and to the course content for use in the future.

Readings/Materials

You can access the course readings through the University of Minnesota's library by clicking on the Library Course Page within the Canvas course site.

Note: Please remember that due to copyright laws the readings posted in the e-reserve system are strictly for those enrolled in OLPD 3330. Since some of the readings are book chapters, you may want to ensure the quality of the PDF prior to attempting to read it on-line (you may want to print it out).

Required Readings

- Adler, P. S. (1972). Culture shock and the cross-cultural learning experience. In D. S. Hoopes (Ed.), *Readings in intercultural communication (Vol. II)*. Pittsburgh, PA: Regional Council for International Education.

- Bennett, M. J. (1998). Intercultural communication: A current perspective. In M. J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1–34). Yarmouth, ME: Intercultural Press.
- Chun & Evans. (2016). Deconstructing culture. *Rethinking Cultural Competence in Higher Education*. (pp. 32–49).
- Gupta, S. R. (2009). Beyond borders: Leading in today's multicultural world. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 145–158). Thousand Oaks, CA: SAGE Publications.
- Lustig, M. W., & Koester, J. (2006). Cultural patterns and communication: Taxonomies. In M. W. Lustig & J. Koester (Eds.), *Intercultural competence: Interpersonal communication across cultures* (5th ed, pp. 109–135). Boston, MA: Pearson (Allyn & Bacon).
- Paige, R. M. (1993). On the nature of intercultural experiences and intercultural education. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 1–19). Yarmouth, ME: Intercultural Press.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed.). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Ting-Toomey, S. (1999). Value orientations and intercultural encounters. In S. Ting-Toomey (Ed.), *Communicating across cultures* (pp. 57–83). New York, NY: Guilford Press.
- Trooboff, S., Vande Berg, M., & Rayman, J. (2008). Employer attitudes toward study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XV(Winter 2007–2008), 17–33.
- Wendt, J. (1984). DIE: A way to improve communication. *Communication Education*, 33, 398–401.
- Zemach-Bersin, T. (2008). American students abroad can't be "global citizens." *Chronicle of Higher Education*, 54(26), A34.

Optional Readings

- Houston, J. (2015, April 3). Why the future of American intellectualism depends on study abroad. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/jordan-houston/why-the-future-of-america_b_6994426.html
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for keeping a journal. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 119–123). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Video on re-entry: <https://www.youtube.com/watch?v=fh7M5x4QDpE> Retrieved on July 20, 2015, from YouTube
- Yershova, Y. A., DeJaeghere, J. G., & Mestenhauser, J. A. (2000). Thinking not as usual: Adding the intercultural perspective. *Journal of Studies in International Education*, 4(1), 39–78. <http://doi.org/10.1177/102831530000400105>

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Unit 1	20%
Unit 2	20%
Unit 3	20%
Unit 4	20%
Unit 5	20%
Total	100%

Assessment Details

Due dates will be set by your TA according to when you arrive in country. Please check the due dates on the Canvas course site for your program's deadlines.

Reading are a key part of the course to help you process your experience and introduce you to language and concepts that will help you explain your own intercultural development. There are five written assignments you will be turning in over the course of the semester, which, if done well, can serve as writing samples for your academic portfolio (either as a hard copy or uploaded in an online portfolio). In each of the five assignments, discuss and cite the concepts or theories from at least two of the readings that were most relevant to you. Cite your sources using APA format.

OLPD 3331H is a course designed to assist students in reflecting on their culture and language learning, and how their overseas experience will be incorporated into their future lives, careers, and studies. Most of the intercultural learning for this course will occur in your everyday lives. These assignments are designed to complement that learning by means of reflective writing. Each of you will be responsible for the quality of the work you produce. Grading for the course is on an A–F basis, and will conform to established University of Minnesota procedures.

- This course is only available under the A–F grade base. If you register for it, you must select A–F as your grade base.
- All assignments must be turned in to receive a final passing grade for the course.

- All assignments must be handed in on-time unless prior arrangements have been made with the course instructor.
- A student can redo one assignment once per term, and the original assignment must have been turned in by the due date. Students will not have the option to redo a late assignment. Students must notify their TA within 2 days of receiving their grade for the assignment.
- Late assignments will automatically lose four points if 1–3 days late, six points if 4–7 days late, ten points if 8–10 days late, and fifteen points if 11–14 days late.
- Any assignment turned in more than two weeks late will result in 0 points for that assignment. However, even though it will result in a 0 for that particular assignment, you will still be required to submit the assignment. Failure to turn in all assignments will result in an automatic “F” for the course.
- If you know that an assignment will be late, contact your TA as soon as possible prior to the due date. It will be up to them whether or not an extension is granted.

Rubric for Written Assignments

Criteria	Ratings			Points Possible
	Full Points	Partial Points	No Points	
Analysis: Incorporation of Readings	Paper incorporates student's own experiences with the theories and concepts presented in the readings. Strong depth of reflection. Includes references from two or more of the readings.	Limited connection between student experience and theory. Limited reflection. Includes a reference from one of the readings.	No reflection and no connection between student experience and theory. No reference to the readings.	8
Content: Response to Prompts	Paper addresses all questions presented in the assignment.	Paper only addresses some questions presented in the assignment or addresses themes irrelevant to the assignment.	Paper does not address the questions presented in the assignment.	5
Citation	Paper includes appropriate citations in APA format from at least 2 readings in the unit.	Paper includes appropriate citations in APA format from one reading in the unit or more than one incorrect citation from the readings.	Paper does not include any citations from the readings for the unit.	5
Grammar	The paper is well edited (spelling and grammar are accurate) and well organized (lead sentence, body, conclusion). Meets the minimum word requirement presented in the syllabus.	Paper is not well edited. Meets the minimum word requirement presented in the syllabus.	Poorly edited or not edited at all (numerous spelling and grammatical mistakes). Does not meet the word requirement.	2
<p>NOTE: Papers not submitted within two weeks of due date will result in an automatic F for that assignment.</p>				

COURSE CONTENT

Unit 1

Introductions, Goals, Values, and Career Skills

- **Required Readings:**

- Paige, R. M. (1993). On the nature of intercultural experiences and intercultural education. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 1–19). Yarmouth, ME: Intercultural Press.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Becoming familiar with culture: The iceberg analogy. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 46–55). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Understanding the ways cultures can differ in values. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 63–75). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

- **Optional Readings:**

- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for keeping a journal. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 119–123). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Houston, J. (2015, April 3). Why the future of American intellectualism depends on study abroad. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/jordan-houston/why-the-future-of-america_b_6994426.html

- **Assignment 1.1: 1 Introductions, Goal, Values, and Career Skills**

- ****Due before you leave****

Send your instructor an essay that introduces yourself and respond to the four prompts below (we will return to this at the end of the course). (At least 500 words)
Address the following in this first assignment:

- **Introduce yourself:** Home institution, major, living situation (host family, dormitory with other international students, dormitory with local students, other), study (where you will be taking classes—in a local university, a center for international students, etc.), type of internship (if applicable), what you are most excited about in your host country, and any other information you want to share

- **Goals:** Name 2–3 concrete, SMART goals you hope to accomplish by the end of your international experience. Why is each of these goals important to you? Here are a few ideas to get you started:
 - Your goals for interacting with, and adapting to, your host culture
 - Your goals for your academic performance
 - Your goals for your personal growth during your time overseas
 - Your goals for your professional growth as it relates to your study abroad experience
- **Values:** Think about your home environment and the people you lived/grew up with. How did these people and places influence your cultural values, shared beliefs, norms, and customs? What are some of your deeply held values?
- **Career:** Identify three of the skills below that you hope to improve upon while abroad. How do you think your international experience will facilitate growth in these skills? Choose skills from the 2019 NACE (National Association of Colleges and Employers) survey listing the top attributes that US employers seek on college students' resumes.

Remember to incorporate the readings into your essay!

Things to think about:

As you think about how your environment influenced your cultural values, consider how the host culture context may influence values for people of that country.

NACE Survey

Data for the Job Outlook 2019 survey were collected from August 1, 2018, through October 8, 2018. A total of 172 surveys were returned—an 18.5 percent response rate.

Figure 1: Attributes Employers Seek on a Candidate's Resume

Attribute	% of Respondents
Communication skills (written)	82.0%
Problem-solving skills	80.9%
Ability to work in a team	78.7%
Initiative	74.2%
Communication skills (verbal)	67.4%
Leadership	67.4%
Flexibility/adaptability	58.4%
Interpersonal skills (relates well to others)	52.8%
Organizational ability	43.8%

Strategic planning skills	38.2%
Creativity	23.6%
Fluency in a foreign language	11.2%

Source: *Job Outlook 2019, National Association of Colleges and Employers*
Retrieved on April 30, 2019 from
<https://www.nacweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/>.

Unit 2

Thinking Not as Usual

- **Required Readings**

- Adler, P. S. (1972). Culture shock and the cross-cultural learning experience. In D. S. Hoopes (Ed.), *Readings in intercultural communication* (Vol. II). Pittsburgh, PA: Regional Council for International Education.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Adjusting. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 91–106). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for developing intercultural competence. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 107–111). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for making cultural inferences to enhance your culture learning. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 113–117). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Ting-Toomey, S. (1999). Value orientations and intercultural encounters. In S. Ting-Toomey (Ed.), *Communicating across cultures* (pp. 57–83). New York, NY: Guilford Press.

- **Assignment 2.1: Frameshifting: Ethnocentrism to Ethnorelativism**

Using the cultural adjustment readings, describe the following:

Find an article written in English by someone from your host country (newspaper, journal, blog, etc.) addressing a current U.S. political issue. Is the author writing about the issue from the host culture's perspective? How does this differ from mainstream US perspective on this issue? Write about whether you agree or

disagree with the views expressed in the article and why. Do your values influence your agreement or disagreement with the issue?

Now that you are viewing this issue from multiple perspectives, describe strategies you are using to discuss this issue with others. Do your strategies differ based on who you are talking with?

(At least 600 words)

Things to think about

As you reflect and comment on your article, remember to consider the readings you've done on cultural adjustment, ethnocentrism versus ethnorelativism, and the phases of culture awareness (Adjusting, Paige, et, al., pp. 91–106). As you do this, think about your voice coming through. Are you making broad generalizations, are you being ethnocentric or ethnorelative (briefly define in your own words what these terms mean) (Strategies for Developing Intercultural Competence, Paige, et, al., pp. 107–111)?

Unit 3

Looking Beneath the Surface

- **Required Readings**

- Bennett, M. J. (1998). Intercultural communication: A current perspective. In M. J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1–34). Yarmouth, ME: Intercultural Press.
- Chun, E., & Evans, A. (2016). Rethinking cultural competence in higher education: An ecological framework for student development. *ASHE higher education report* (Volume 42, Issue 4)(pp.32-49).
- Lustig, M.W. & Koester, J. (2006). Cultural patterns and communication: Taxonomies. In M.W. Lustig & J. Koester (Eds.), *Intercultural competence: Interpersonal communication across cultures* (pp. 109-135).
- Wendt, J. (1984). DIE: A way to improve communication. *Communication Education*, 33, 398-401.

- **Assignment 3.1: Deeper than the Dominant: The multiple identities within culture**

Module three's readings include more traditional interculturalists such as Bennett and Lustig, and an article by Chun and Evans, critiquing the more conventional theorists. As you read these articles, consider if you see relevance in both theories. Do they inform each other or is one better than the other for understanding culture?

1. Read Deconstructing Cultural Competence (in addition to the Bennett and Lustig articles). You will use the fallacies listed in the "Rethinking Culture" section of this article to analyze your interviews.
2. Interview two people from your host country with different identities. This could include: immigrant status, gender, age, race, ethnicity, religion,

social-economic status, sexual orientation, political views, etc. Ask them the following questions:

- What does it mean to be (Italian, Japanese, Senegalese, etc)?
 - Do they believe all people within your host country have equal status and access to power and privilege? Why or why not?
 - Do they feel they are part of the dominant culture in your host-country? How or how not?
3. Reflect on whether you believe you are a part of the dominant culture or the minority culture within the US. Now write about whether you believe your identity or status is the same or shifted within your host culture and why. What societal factors have impacted any shifts? Include this reflection in your essay.
 4. Write an essay of at least 750 words about the interviewees and yourself, referencing two fallacies discussed in the Chun and Evans “Deconstructing Cultural Competence” reading. Incorporate a critique of how these fallacies either were or were not apparent in your interviewees’ responses. Consider how these individuals’ identities have influenced their viewpoints and perceptions on what it means to be part of your host country’s society, including their views on power and privilege.

Remember to incorporate the readings into your analysis! (At least 750 words)

Things to think about:

When reading the articles for this unit, think about the concept of seeing below the surface. What are the less obvious, more culturally nuanced differences in your host country that you have observed thus far? How have your opinions about the host culture changed as a result of developing a better understanding of these differences? Also, try to think of a situation you have encountered that merits the use of the Describe, Interpret, Evaluate model presented in the Maximizing Study Abroad readings on pages 113-117. Additional information on the D.I.E. model is presented in the Wendt article for this unit.

This assignment could be used in an interview (either for a job or graduate school) in response to a question such as, “Tell me a little bit about what is different between Argentina and the U.S.” Taking time to write this now will give you a solid piece to return to in preparing for interviews

Unit 4

Job Skills and Overseas Experience

- **Required Readings**

- Gupta, S. R. (2009). Beyond borders: Leading in today’s multicultural world. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 145–158). Thousand Oaks, CA: SAGE Publications.

- Trooboff, S., Vande Berg, M., & Rayman, J. (2008). Employer attitudes toward study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XV(Winter 2007-2008), 17-33

- **Assignment 4.1: Jobs Skills and Overseas Experience**

Starting your portfolio pieces

For this assignment, begin to think about skills and experiences that are highly regarded for whatever field you are looking to go into. We will link these to the way(s) you have demonstrated these skills during your time overseas, and help you to incorporate the language around intercultural communication into your skillset.

Address the following in this assignment:

- **Job posting:** Find a job posting in a relevant field of interest or graduate/professional school application question that pertains to what you are looking to do after graduation. Include this job posting along with your responses.
- **Cover letter:** A cover letter is a way for you to highlight the experiences you've had and how those experiences will benefit the company/organization. Write one paragraph that could be included in a cover letter that addresses the following question, "In what ways will your experience abroad add value to this company/organization?"
- **Scenarios:** Think of two scenarios or events from this semester abroad that demonstrate the skills the employer is looking for and explain how what you learned from these experiences would make you a better candidate for this position. You can refer back to assignment 1 to review the jobs skills cultivated through an international experience that employers view as beneficial. Scenarios involving travel planning/logistics should not be used for this assignment. Please use the STAR technique in structuring this section:
 - What was the **Situation** or setting?
 - What specific **Task** or problem had to be addressed?
 - What specific **Actions** did you take?
 - What was the **Result** or outcome?

Link to UM Career Resource Behavioral Interviewing Technique (S.T.A.R.):

<https://cla.umn.edu/student-services-advising/career-internship-services/job-search-resources/interviewing-guide-2>

Resume Activity (OPTIONAL)

Create a professional resume that you would use to apply for the job (or graduate school) that you have chosen. When writing about your study abroad experience, include bullet points that highlight what you have done/learned/gotten out of your semester abroad. Try to use the intercultural concepts we have been reading about throughout the course and quantify your accomplishments. For example, if you tutored English while abroad, you could list: *Independently tutored a group of six kindergarten students weekly for one hour in basic English language skills.* Use [Resume Writing](#) (links to external site) and [Skills Statement](#) (links to external site) as models.

Compiling thoughts and ideas on your experience and what those things add to your professional and/or academic toolkit while in the moment will enable you to return to the US with key components of a professional portfolio. A professional portfolio is a collection of your best work samples that you can use to market your skills and experiences. Your study abroad experience is an integral part of your college experience that you will want to do the most to market as you move into a professional career and/or continue on to graduate school.

Things to think about

What are Milton Bennett's (1998) key points about intercultural communication (this was an article from Unit 3)? How does his theorizing on communication relate to what you've experienced in country? From the Gupta chapter, why is intercultural competence important to leadership? In thinking about your own personal leadership style, is there anything that you will be more attentive to now that you've spent time abroad?

Unit 5

Beyond “It Was Awesome!”

- **Required Readings**

- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Preparing to return home. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 143–156). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Storti, C. (2003). The stages of reentry. In C. Storti (Ed.), *The art of coming home* (pp. 45–65). Boston, MA: Intercultural Press.
- Zemach-Bersin, T. (2008). American students abroad can't be “global citizens.” *Chronicle of Higher Education*, 54(26), A34.

- **Optional Material**

- Optional video on re-entry: <https://www.youtube.com/watch?v=fh7M5x4QDpE>
Retrieved on July 20, 2015, from YouTube

- **Assignment 5.1: Beyond “It Was Awesome”: Preparing for re-entry**

For this assignment, reflect on some of the thoughts, ideas, and feelings you identified before you even went abroad (see your Pre-departure Assignment). If you are staying for the academic year, take time to reflect on what you've accomplished this semester. Write an essay (**at least 800 words**) that addresses the following:

- **Goals:** What were your goals from the first assignment? Did they shift as a result of your exposure to a new culture? Did you accomplish them (why or why not)?
- **Values:** In what ways have your values been challenged or changed while you've been abroad? When you think about returning to the community that

has shaped your values, how do you see yourself reintegrating into that community? What important life lessons have you learned that you want to hold onto?

- **Career:** Were you successful in improving upon the three skills you highlighted in the first assignment? If so, how? If not, why not?
- **Re-entry:** Many say that re-entry shock is more challenging than initial culture shock. What are some things you might do to make the transition easier?
- **Personal growth:** What are you most proud of accomplishing that you didn't expect?

Remember to incorporate the readings into your essay!

As Professor Michael Paige writes in *Preparing to Return Home* (Paige, Cohen, Kappler, Chi, & Lassegard, 2006, p. 147):

Culture shock is the **expected confrontation** with the **unfamiliar**;

re-entry shock is the **unexpected confrontation** with the **familiar**.

When heading home, there is a tendency to fall into a pattern that when asked how your study abroad experience was, you might initially want to simply respond, "It was awesome." There are many reasons for this short, quick, response that at times satisfies your audience. What you have experienced is complex, it is very personal, and it is something that the questioner may not have ever experienced before.

COURSE LOGISTICS

Class Ground Rules

This course is a collective effort that requires the participation and contribution of our shared thoughts and ideas. As your instruction team, we will commit to provide you with targeted feedback on your projects, promote new ways of thinking about something you have presented, and/or challenge you to see things from a different perspective. In turn, we expect you to complete the class readings, take time to reflect on what you are reading and connect it to your study abroad experience, and submit well-edited assignments in a timely manner. All citations should be made using the APA style—see reference after bibliography.

Resources & Assistance

We all come into the classroom with varying learning styles. Our brains work in different ways in terms of processing, storing, and integrating information through written assignments. Below are some of the many resources that the University of Minnesota offers in assisting you in your studies and personal academic growth. You can contact these offices even from afar. Do not hesitate to contact your TA if you need academic support of any kind.

APA Style Guidelines for Citing Sources

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

A comprehensive guide for using the APA style for citations.

Center for Writing (online services available)

<http://writing.umn.edu/sws/>

227 Lind Hall; 612.626.7579

Offers all University of Minnesota students free, individualized writing instruction.

Disability Resource Center

<https://diversity.umn.edu/disability/>

McNamara Alumni Center, East Bank; 612.626.1333

Offers assistance, information and support to students with identified disabilities.

Student Counseling Services

<https://counseling.umn.edu>

109 Eddy Hall, East Bank; 612.624.3323

Multicultural Center for Academic Excellence

<http://mcae.umn.edu/>

Minneapolis: Klaeber Court, East Bank; 612.624.6386. St. Paul: 195 McNeal Hall; 612.626.3787.

Deadline for Dropping the Course

The course follows the regular add/drop policy of the University of Minnesota. You will have two weeks from your official program start date to request that the Global Identity course be dropped. We strongly recommend that you use these two weeks to assess the level of your internet access on site and to begin the assignments.

If you submit your request after the two-week drop/add period, the course will appear as a "W" on your University of Minnesota transcript.

If you submit your request after the final ten-week drop/add period, you will not be allowed to withdraw, and you will receive the grade that you've earned for the course (S or N). Review the Learning Abroad Center's Academic Policies website:

(UMabroad.umn.edu/students/policies/academic-policies) for more details.

Course Fee

In accordance with the Learning Abroad Center's Cancellation and Refund Policy, if you were charged a fee, you will receive a full refund for the course if you drop within one week of your program start date. In order to drop the course, you must email the course administrator. You will not receive a refund if you drop the course more than one week after your program start date.

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.