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SSE 4381: Developing a Global Perspective

SPRING 2019

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor:	Dr. Flavia Iuspa	Phone:	(305) 348-3322
Office:	ZEB 348A (MMC)	Fax:	(305) 348-2008
Office Hours:	Online Every Tuesday from 1:30 pm to 2:30 pm. Others By Appointment	E-mail:	Please use Canvas messages

COURSE DESCRIPTION

Theory, content, and practice. Introduction and utilization of learning materials and teaching strategies in Global Education for K-12. Global issues affecting today's world will be critically examined.

This is a Discipline-specific Global Learning course that counts toward your graduation requirement.

Course Goals

This course is designed to provide undergraduate students from all disciplines with the knowledge, skills and tools needed to look at local and global issues from multiple perspectives. For those students who are education majors or minors, this course is designed also to assist them in becoming effective teachers of global education, and, as Harding suggests, responsible citizens of the USA and the world. While establishing themselves as a new learning community, students and the professor will explore together the meaning of globalization, the interconnection between globalization and global education, and some of the whys and hows of infusing a global perspective in ALL social studies curriculum in the student's particular discipline. Students and the instructor will investigate in tandem, through reading, class discussions and experiential activities the global dimensions of several crucial contemporary issues, including human rights, the global environment, the problems of global conflict, the hopes of global cooperation, and earth-friendly challenges around the globe.

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The course will underline the necessity of an interdisciplinary approach to understanding and acting on these issues. Its pedagogy will be congruent with the theories, undergirding the course, which call for the interruption of hegemonic structures, epistemologies, definitions, and assumptions. The concerns of the course will demonstrate the relational thinking all participants will be called upon to exercise in other academic contexts, and throughout the rest of their personal and professional lives.

Some of the questions that may drive the content and experiences in this course are: What cultures and other belief systems do we believe have helped shape our personal identities? How do cultural and other beliefs shape our notions of citizenship? How do we assess the "good" and the "bad" in our own culture/s and that of other cultures? How do we begin to understand complex issues through a multi-cultural, multiperspective lens? How do we use those diverse perspectives to be creative problem solvers in the nation and the world? What are the responsibilities of a citizen in the nation? How do those responsibilities compare with the responsibilities of a global citizen? How does one become an active national and global citizen?

If we plan to be educators, how do we incorporate these values into our curricula and practice? If we hope to be involved in other professions, how do we incorporate global perspectives and practices into that chosen profession? With these questions in mind, how do we explore together the tension of working, teaching, and profiting from systems that inherently create disenfranchisement and privilege, ones that thrive on disparity? As we learn and share our own stories and research in this class, how do we become more skillful in the way we hold this tension so that we can take action within the context of our own lives to address local, global, international, and intercultural problems?

COURSE OBJECTIVES

Students will be able to:

Steward of the Discipline (Knowledge)

The student will:

- Interpret knowledge of theories, rationales, and purpose of global education.
- Discuss the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Reflective Inquirer (Skills)

The student will:

- Apply elements of the APA style manual.
- Develop a multi-perspective analysis of local, global, international, and intercultural problems.

Mindful Educator (Dispositions)

The student will:

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- Display discussions and presentation skills in online settings.
- Engage in groups' discussion to explore and create local, global, international, and intercultural problem solving of one major issue regarding global/comparative education.

TEACHING METHODOLOGY

This is a fully online course. The course is divided into three main parts. The first part deals with the conceptual, theoretical, historical, ideological, sociological, psychological foundation of global education as social movement in the United States. Students will explore the possibility of global education developing as a social movement in the United States. As students read the materials, essential questions should be developed and written down to facilitate deeper discussions. The second part of the course deals with the practice and the transferability of global knowledge, skills, and dispositions, and the COIL experience. The third part deals with presentation of student work for critique and corrective feedback.

Collaboration Online International Learning (COIL) experience. COIL is not a technology, rather is a teaching and learning paradigm that develops cross-cultural competence across shared multicultural online learning environment. For 6 weeks, you will engage in activities with students from Universidad Autonoma de Chihuahua in Mexico.

Through the COIL experience, you will be able to:

- Develop awareness of different perspectives on global issues.
- Desarrollar conciencia de las diferentes perspectivas en dilemas globales (Español).

Your awareness in this respect will be reflected in your ability to recognize, discuss, and identify the different US and Mexico perspectives on global issues.

Tu conciencia social en este respecto será reflejada en tu habilidad de reconocer, discutir, e identificar las perspectivas diferentes de los Estados Unidos y México en dilemas globales.

IMPORTANT INFORMATION

POLICIES

Please review the policies page as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" page to find out more information

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on this subject.

This course utilizes the following tools:

1. Turnitin
2. Adobe Connect
3. Nearpod
4. Schoology

For detailed information about the technical requirements, please [click here](#).

ACCESSIBILITY AND ACCOMODATION

For detailed information about the specific limitations with the technologies used in this course, please [click here](#).

For more information about Blackboard's Accessibility Commitment, [click here](#).

For additional assistance please contact our [Disability Resource Center](#).

PROCTORED EXAM POLICY

No proctored exam required for this course.

Please note that the information contained in this section applies only if your course requires a proctored exam.

It is the student's responsibility to determine whether this online course requires a proctored midterm and /or final exam by carefully reviewing this syllabus. For detailed instructions please visit our Proctored Exam Resources page on the FIU website.

CODE OF ACADEMIC INTEGRITY

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the vigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge

As a student of this university:

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I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook or the [Student Code of Conduct website](#)

MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is responsible for plagiarism.

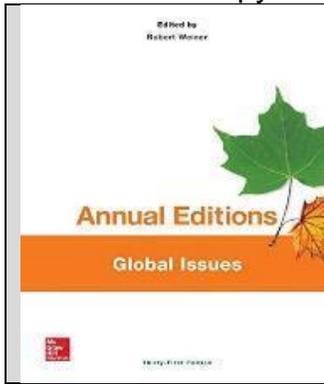
For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at <http://studentaffairs.fiu.edu/student-success/student-conduct-and-conflict-resolution/> or the [Academic Misconduct Website](#)

Course Prerequisite

There are no pre-requisites for this course.

TEXTBOOK

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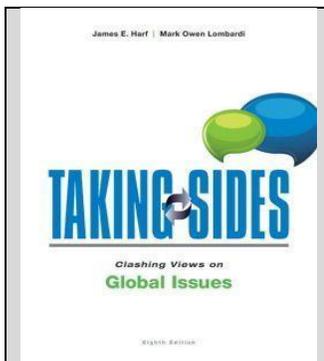
Annual Editions: Global Issues 33rd edition

Author: Robert Weiner

Publisher: McGraw-Hill (2017)

ISBN: 978-1-259-88330-9

[Click here](#) to buy your textbook online at the FIU Bookstore.



Taking Sides: Clashing Views on Global Issues. (9th ed.)

Author: J. Harf & M. Lombardi

Publisher: McGraw-Hill/Dushkin.

ISBN: 978-1-259-82699-3

[Click here](#) to buy your textbook online at the FIU Bookstore.

Required Readings from other sources (All these readings will be available via pdf files in blackboard)

1. Abdullahi, S., Farouk, M. (2010). Global education: Towards a pedagogy for globalization.
2. Pike, G. (2015). Re-Imagining Global Education in the Neoliberal Age, Challenges and Opportunities. Reynolds et al. (eds). *Contesting and Constructing International Perspectives in Global Education*. (pp. 11-25). Rotterdam, The Netherland: Sense Publishers.
3. Hanvey, R. (1976). *An attainable global perspective*. New York: Center for Global Perspectives.
4. Kellner, A., & Klein, L. (2011). *Global Perspectives* (4th ed.). New York, N.Y.: Pearson. **(Selected Chapters- Chapters will be available under the respective module).**
5. Landman, H. (2009). Toward a philosophy for global education. In T. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools*. (pp.47-67). New York: Peter Lang Publishing.

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6. Schiermeier, Q. (2015, January). *Terror Predictions Hits Limits: Erratic human behaviour and incomplete information plague efforts to model risk*. News in Focus, 517, Macmillan Publishers Limited.

Recommended:

Gaudelli, W. (2016). Global citizenship education: everyday transcendence. New York, NY: Routledge. ISBN: 978-1-138-92593-9 (hbk) ISBN: 978-1-138-92594-6 (pbk) ISBN: 978-1-315-68349-2 (ebk)

OTHER RESOURCES

- National Public Ration, <http://www.npr.org/>
- The Wall Street Journal, <http://online.wsj.com/home-page>
- The New York times, <http://www.nytimes.com/>
- The Economist, <http://www.economist.com/>
- APA Wesite, <http://owl.english.purdue.edu/owl/resource/560/01/>

EXPECTATIONS OF THIS COURSE

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction video answering to the questions posed by the professor
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course **at least twice** per week
- Respond to discussion boards, blogs and journal within **the module the presentation is taking place. Postings after the closing of the module will not be accepted for grading.**
- Respond to **messages** within **two days.**
- Submit assignments by the corresponding deadline. No late assignments will be accepted.
- All written work must conform to the American Psychological Association (APA) Publication Manual (6th edition), and must be free of spelling and grammatical errors. *Points will be deducted for noncompliance with the APA and for spelling and grammatical errors.*

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- **Professional behavior is expected in the online class.** Unprofessional behavior in the class (either through discussion forums postings, emails, etc.) will result in a max of 5 points deduction from the student's overall final grade.
- **Work in groups.** If disagreements among the group members should arise, students are encouraged to work those disagreements among themselves. If disagreements persist, the group should contact the professor. If disagreements persist after the professor intervention, then the group will be dissolved and the work become an individual assignment.
- **Students are expected to participate in the Collaborative Online International learning experience with students from Mexico.**

The instructor will:

- Log in to the course **every day.**
- Respond to discussion boards, blogs and journal postings within **three days.**
- Respond to **messages** within **24 hours.**
- Grade assignments within **seven days** of the assignment deadline.
- Have office hours via Adobe Connect Meeting every even Tuesday from 1:30 pm to 3:30 pm.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via **Messages through Canvas.**

Messages are a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Blackboard to send/receive/read messages. The Messages tool is located on the left side Course Menu (Blackboard user interface). It is recommended that students check their messages routinely to ensure up-to-date communication.

Please note the instructor will NOT respond to emails coming from outside Canvas Messages.

For more information on professional writing and technical communication [click here.](#)

DISCUSSION FORUMS

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

Note: As you prepare to answer the discussion questions and react on your classmates' posting, you are expected to provide answers that follow the Bloom's Taxonomy highest order thinking (levels 4, 5, 6). The links below provide a quick reminder on Bloom's Taxonomy:

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<http://www.krummefamily.org/guides/bloom.html>

<http://www.techlearning.com/article/blooms-taxonomy-blooms-digitally/44988>

<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

Examples of postings that demonstrate higher levels of thinking:

- “Some common themes I see between your experiences and our textbook are....” (analysis)
- “These newer trends are significant if we consider the relationship between” (synthesis)
- “The body of literature should be assessed by these standards” (evaluation)

Quality postings provide:

Relevance: Message should relate to the topic of discussion. They should provide information, opinions, or questions about the topic. You may relate the topic to your personal experience, but make sure your explanations demonstrate connections to the required readings for this course and the ones you might have read outside of this course but are relevant to the topic.

Concise/Grammatically Correct: Effective messages get to the point, are clearly stated, and are limited to one screen. Also, make sure you are spelling your words correctly, and using appropriate grammar.

Interactive: Online discussions work best when interaction occurs. Reply messages should explore, explain, or expand on a concept. If classmates reply or object, the message has served its purpose.

Promptness: Your message should appear in the context of similar messages. Reading your messages regularly provides the opportunity to enter the discussion on a regular basis. Otherwise, your comments appear late and out of context.

Logical: Educated persons value arguments that are logical. If your message is not a question, it should contain a logical argument. Conclusions should be clearly stated and supported by premises, reasons, evidence, or grounds for belief.

Novelty: Messages should introduce new ideas, issues, or questions that are relevant to the discussion. This shows that you not only understand the material, but that you also are able to relate it to other issues.

TIPS FOR A SUCCESSFUL DISCUSSION

KISS-keep it short (or within a designated boundary, for example 200 words or less), simple and to the point. **Check grammar and spelling.** Use the spell check. Read or preview your message before posting it.

Use a subject line that is *short, descriptive, and distinctive* so as not to confuse the class. For example, if a message subject line in week 8 reads simply "week 8," it provides no clue as to content. A subject line that reads "product costs" at least tells us what the message is about.

Change the subject line if the conversation has changed or if the focus has shifted.^[1]^[SEP]

Format the message. Use lists and spaces between paragraphs to make the message easy to read and respond to.^[1]^[SEP]

Use citations and references if you are quoting another author or your textbook, or any ideas that are not originally your own.

Avoid file attachments. Keep file attachments to a minimum because the conversation stops while

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the file is downloaded. It can also be difficult to respond to a message that has only a file attachment and no text. You are welcome to compose your message in Microsoft Word but please do not post it as an attachment in the discussion, instead copy the text and then paste it into the thread. Keep in mind that you might lose your formatting.

If a file is attached, be sure to explain briefly in the message what the attachment contains to facilitate the conversation. Article attachments are ok.

Think value-added. To reduce anxiety about the number of messages, ensure that your message adds value to the discussion. Messages that are appropriate face-to-face yet do not add value to online discussions include the common courtesies of saying "Thanks" and "You're welcome." In an online course, everyone does not need to read these. When replying you may reply to the sender or to the discussion topic, so use *reply to the sender privately* when appropriate so that the number of non-value-added messages is kept to a minimum.

Add links. Reference your research just as you would in a written paper. For example, use quotation marks for direct quotes and cite sources as appropriate. Also test the links by previewing your message. To test links you may have added, formatting, and spelling, **review the message** before posting it.

ASSIGNMENTS

I. **Assignment One – Getting to Know Each other - Individual Assignment**

Purpose: The purpose of this assignment is to get to know each other.

Directions:

1. Introduce yourself to the class by creating a video. In the video, make sure you state your name, what do you do for work, your personal educational goals, and reflect on:

- What do we mean by having a global perspective?
- Why is relevant to have a global perspective?
- why do we refer to global issues rather than global problems?
- Why is important to recognize others' points of views when discussing global issues? and/or working collaboratively across cultures?

2. Get to know at least two of your classmates. From those introductions posted on the Getting to know each other blog, select two of your classmates and reply to their introduction.

II. **Assignment Two – Individual Assignments – Weekly Journals**

Purpose of assignment Three: The purpose of these assignments are to foster description, analysis, reflection and discussion of the course readings.

Weekly Questions/Journals Reader Reflections (16 points)

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Respond in writing to the weekly questions posted for each week's readings in the course calendar and modules. After completing the weekly readings, provide a thorough response **in your own words** to the weekly questions. Your responses should be reflective and analytical in nature, and should have a minimum of 350 words and a maximum of 500 words double-spaced (for all questions).

Key definitions needed when working on weekly journals:

Reflective writing: A reflective essay/responses involves looking back, or reflecting on, prior experiences and behaviors.

Analytical writing: An analytical essay/response is about perspective. You analyze a controversial or debatable topic and provide support for your particular point of view.

This section uses [Habits of Minds](#). Habits of mind are 16 patterns of intellectual behavior that promote efficient and effective thinking. As you engage in the course readings and assignments, please incorporate these habits into your thinking strategies and indicate which habits of mind were helpful to you on the modules' readings.

Please use the following questions as a guideline for reflective writing in your weekly assignments and discussions:

1. As you recall the habits of mind (HoM), which ones do you think you use most?
2. Was this a new habit of mind? Or was it one you have already mastered?

Please refer to the course content page rubric section for the Weekly Questions Reader Reflections Rubric.

III. Assignment Three – Individual Assignments – Discussions

Discussions: To facilitate discussion of the readings, discussions will take place through the respective groups' presentations in the discussion section.

Your individual responses/reflection to the groups' presentations must be posted by Sunday nights by 11:59 pm, and a min. of 200 words and 300 words max for your response is required. You are welcome to post/cite current articles (from reputable sources) that promote/enhance discussion of the topic presented by the groups. Your articles can come from reputable sources such as National Public Radio (NPR), the Wall Street Journal, The New York Times, or the Economists.

In those responses, you may use the following questions as a guideline for reflective writing:

1. How does the article/group's presentation relate to developing a global perspective? (Provide specific citations from the readings)
2. What did you find challenging/provocative/relevant about the group's reading presentation? why? (Provide specific citations from the readings).

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3. How do the readings illustrate Harvey's 5 dimensions of global perspective? Provide specific citations from the readings)

4. As you consider other students' posting, what might be some connections can you make to others' responses?

You will receive **10 points** in total for your blogs discussions postings (5 blogs Discussions *2 points each, 6 groups). Please note that **the total number of points may change depending on the total number of groups in the class.**

Please refer to the course content page rubric section for the Web Discussion Rubric

V. Assignment Five – Group Assignment - Expert Presentation (12 points)

Purpose of assignment four: The purpose of the group presentations is threefold: 1) promote group work, 2) present as a group your selected course readings to the class in an effective manner, and 3) foster analysis, discussion, and the readings' relationship to developing a global perspective. In addition, students will develop/enhance their presentations skills online.

Each group will select ONE reading from the assigned readings by the instructor and conduct a recorded presentation using the nearest application.

Instructions:

Each group will create and share the link of the recorded presentation in the discussion section in order to complete this assignment.

Your presentation should highlight the key points of the reading (please do not cover the whole chapter, remember you are reading the chapter with you). You should think in terms of what are the takeaways) of this chapter and how they relate to developing a global perspective.

Your presentation should end with ONE question you would like to discuss with the class that you believe is critical to the exploration and understanding of the material. The final question is intended **to drive and stimulate the discussion and move our understanding beyond the plain sense of the text.** Presenters are expected to help the class see the connections between the materials read and to understand the historical, empirical, and cultural underpinnings which drive developing a global perspective. Please remember as a team you are responsible for encouraging and guiding the discussion (uploading your presentation is not enough).

Teams will be assigned during the 1st week of class. Students should check his/her course Canvas page for group information.

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How to submit this assignment: Please keep in mind one member of the group will have to upload the chapter poster link twice:

- a. Upload your Presentation link in the Discussion section by Thursdays 11:59 PM (Refer to Wiki for groups' presentations due dates).
- b. in the assignment section for grading.

The class and the professor will have until Sundays 11:59 PM to response to the group's presentation questions.

Note 1: Each group should keep in mind that just uploading the presentation is not enough. If groups see the class members are not responding to your presentation, it is the group's responsibility to send reminders to the class. Failure to do so it will affect your overall presentation grade.

Note 2: The presentation is meant to foster our class discussion. Each student should keep in mind that failure to participate and respond to the respective groups' presentation, it will lead to a deduction on his/her overall engagement and participation grade.

Please refer to the course content page rubric section for the Presentation Rubric.

VI. Assignment Six – Group Assignment

Purpose of Assignment Five: The purpose of this assignment is in small groups to develop a multi-perspective inquiry paper which provides reflection and recommendations to the selected issue/topic of inquiry.

Group Case Study Inquiry Paper (39 points total - Please note that 5 Points will come from the individual peers members review)

Each group will write a 7 -page Case Study Inquiry Paper in which you will address the implementation (or lack thereof) of one [Human Right article](#) in your country of choice (other than the United States) and the role of Global Education. You will present possible recommendations to work on this issue selected

You will: (1) define the problem that has universal implications, (2) provide critical responses to readings related to topic of inquiry, (3) analyze and argue your position on the problem through the examination of multiple cultural, philosophical, ideological lenses, (4) provide reflections in the value of judgments to solve the problem, and (5) share a relevant bibliography of resources.

The paper should begin with a clear statement of a problem rooted in at least one of the

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required course readings and recommend a possible solution. The paper will express a point of view, more than just a compilation of research findings or the ideas of others. References should be used for the purpose of augmenting, clarifying and highlighting the point of view being advanced. Whenever possible, the writer will use primary rather than secondary sources. It is also expected that assigned readings will be utilized effectively in the development of the term paper. At least 7 references must be cited.

Refer to final group case study inquiry paper scoring rubric in the course content page.

Extra Credit Option (2.5 points). Each group may select to present the final group paper to the class using powerpoint audio narration (5 minutes max). Please contact the professor if your group would like to take the extra credit option.

Instructions on how to record your voice over your PowerPoint (make sure all members of the group record their voices):

- 1.- Click on the upper tap "Slide Show"
- 2.- Then, Click on "Record Slide Show"

See also the following instructions: [Recording a Voice-Over for your Power Point Presentation using Microsoft Office 2011 and Mac OSX.](#)

VII. Assignment Seven - COIL experience

Instructions:

For 6 week students from FIU SSE 4380 course will engage in discussion and activities with students from Universidad Autonoma Chihuahua.

The interaction between FIU SSE 4380 students will take place through the schoology site. FIU SSE 4380 students will be able to access schoology through the FIU Blackboard COIL respective module. Schoology can also be accessed by:
<https://www.schoology.com/>

All details pertaining assignments for the COIL experience will be available at the respective Schoology's modules.

ADOBE CONNECT PRO MEETING

The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities.

Meetings will be available on the following dates:

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Meeting 1: **Introductions and Syllabus discussion through Adobe Connect, Thursday, January 10th, 2019 from 2:30 pm to 3:30 pm.**

Meeting 2: Collaboration Room. This room will be available for students to meet and discuss any course challenges, and promote communication among team members. This meeting room will be always available.

Requirements for using Adobe Connect Pro Meeting:

1. Disable any window pop-up blocker.
2. [Adobe Flash Player](#) is required to successfully run your Connect Pro meeting. You can [test your computer](#) to make sure that you are set up with all of the tools you will need to participate in the meeting.
3. Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Please [click here](#) for additional information on Adobe Connect (Tutorials & Help).

GRADING

Points will be converted to letter grades according to the following formula:

COURSE REQUIREMENTS	POINTS
#1 Introduction Video	F/P
#2 Weekly Journals Reader Reflections	16
#3 Discussion Postings	10
#4 Expert Presentation	12
#5 Group Inquiry paper	24
#6 Group Inquiry paper Peer review	5
#7 COIL Experience	
#7a Activity Week 1 and 2 Introductions	5
#7b COIL Activity weeks 3, 4, 5	9
#7c COIL Advisor Role Project Presentation	12
#8 Overall Engagement and participation in course	7
Total Points	100

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	94 - 100	B-	66 - 72	F	>44
A-	87 - 93	C+	59 - 65		
B+	80 - 86	C	52 - 58		
B	73 - 79	D	45 - 51		

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TasksTream Assignment Note

Please note this course requires the submission of a performance artifacts in taskstream. Please see School of Education and Human Development's [Taskstream Messages to Students](#).

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