



School for New Learning

Study Abroad Course

**HC 168: Cultural Communications-Jamaica:
Who Talks to Whom in Schools and Cafes?**

Term: Autumn-December 2017

Pre-requisites: [Apply to Study Abroad by May 1, 2017](#) at this link. Approval by Co-Directors and Study Abroad required for enrollment.

Instructors/Co-Directors

Gretchen Wilbur & Nancy Morgan

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312.362.7417

Appointments upon request

Location and Delivery Format

Hybrid: Loop and Online

Travel onsite in Jamaica: November 25—December 3, 2017

Course Description

This study abroad course will provide participants with a foundation in the theories of intercultural communications. They will observe how people from different cultures communicate in public spaces, schools and other institutions and evaluate how communications are affected by place. Through visits to Montego Bay, Kingston, Mandeville, Ocho Rios and the Accompong community, participants will analyze how different socio-cultural factors interact to shape individuals and interaction patterns in these different settings, as well as in the United States. They will engage in global communication and evaluate the impact of communication differences that diverse religious, social, ethnic and educational backgrounds have on individuals communicating within an organization or individually. Prior to departure, participants will use interactive, online technology to engage in cross-cultural communication and to create criteria for evaluating and comparing communication patterns. In Jamaica, participants will collaboratively use the criteria to analyze the cross-cultural aspects of language and interactions in various settings from social and political perspectives..

Course Learning Goals

After completing this course, you will be able to:

- Create definitions of culture and intercultural competence
- Describe how culture impacts intercultural communication
- Understand and explain cultural differences
- Identify the beliefs, values, and norms of your own culture

- Recognize and articulate differences and commonalities in dominant cultural patterns
- Communicate with individuals from a different culture
- Analyze one or more global issues, problems, or opportunities facing intercultural communication and educational equity
- Explain how these issues affect individuals or societies in both positive and negative ways
- Understand the impact of communication patterns within the context of a specific setting or institution
- Use interactive technology to engage in cross-cultural communications about contemporary and controversial issues
- Develop effective intercultural communication strategies
- Observe, compare, and analyze interaction patterns in formal and informal settings

Course Outcomes & Competencies

Outcomes:

- Analyze the social, linguistic, and cultural influences on communication and interaction patterns.
- Develop a global perspective when analyzing the impact of cultural diversity on issues affecting schools and universities
- Using the principles of effective intercultural communication, co-develop an observation tool to record interaction patterns among groups in at least three different cultural settings..
- Use principles and theories chosen from course materials, to analyze observation data and patterns

Students from DePaul's School for New Learning may select up to 4 competences in this course from among the following list below. (A competence negotiated with the program directors is also a possibility.)

H1A: Can understand and apply the principles of effective intercultural communication.

1. Understands and can explain at least two ways in which culture and communication are closely connected.
2. Understands and can identify at least two reasons for intercultural miscommunication.
3. Develops effective intercultural communication strategies.

H5: Can analyze issues and problems from a global perspective.

1. Analyzes one or more global issues, problems, or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

H2X: Can understand the impact of interaction patterns within the context of a specific setting or institution

1. Can identify two comparable settings or institutions in at least two different cultures or societies and analyze the significant similarities and differences
2. Articulates criteria to evaluate communication and interaction patterns in different settings and countries
3. Assess the impact of setting and institution on communication and interactions patterns

H2A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

1. Identifies and frames a significant social problem.
2. Identifies a social institution that addresses this problem.
3. Articulates criteria used to assess the effectiveness of the social institution.

H2E: Can compare one social, cultural, economic, or political institution in a society to a comparable institution in a different society.

1. Identifies two comparable institutions in two different cultures or societies and analyzes their significant similarities and differences.
2. Links the characteristics of these institutions to the cultures or societies they represent.

FX: Can use interactive technology to engage in cross-cultural communications about contemporary and controversial issues.

Externship

L-10: Can reflect on the learning process and methods used in an experiential project.

L-11: Can apply theories of intercultural relations to one's own life by creating a personal plan for intercultural communicative competence.

Reflection and plan should include:

1. Identification and explanation of a personal learning goal for this course (beginning of course)
2. How you believe you accomplished this goal at the conclusion of the course.
3. How this experience challenged and changed some of your conceptions of yourself as a learner
4. How this experience may have changed you.

Advanced Elective

E-1 Can explain the forces which impact intercultural communications and or/educational equity (i.e. culture, sociolinguistics, history, setting, values, religion, identity, family, gender, etc.)

E-2: Can articulate how two or more of these factors that interrelate to form intercultural communication or interaction patterns.

1. Identifies an aspect of intercultural communications and/or educational equity of personal significance (i.e religion, gender, etc.)
2. Identifies at least 2 cultural perceptions, worldviews, communication styles that that could appropriately be applied to (1). (i.e. the impact of perception of time in two different societies on behavior, the impact of religion on one's worldview in different cultures, the expectations for educational achievement, etc.)
3. Evaluates the limitations and possibilities of these 2 different approaches.
4. Articulates a perspective in relation to these approaches to intercultural communication and interactions.

Learning Strategies & Resources

Required Reading

Excerpts from

- Samovar, L.A., Porter, R. E. & McDaniel, E. R. (2012). (Selected Readings) *Intercultural communications: A reader*. (13th^h Ed.) Boston, MA: Cengage Learning.
ISBN-10: 0495567442 ISBN-13: 9780495567448

You may purchase the text for this course, *Intercultural Communications: A Reader*, used, from either Barnes and Nobles or Amazon, for approximately \$60, pending availability. You can also purchase the book directly from the publisher. It is available in print format, or ebook format. (It is recommended you purchase the whole book, not the individual chapters.)

Other Required Readings will be identified at the beginning of the course and will be available online at no cost.

Recommended Reading/Viewing

- The Singing Revolution, docurama films, 2008, James and Maureen Tusty (available for loan by instructor)
- Vogelberg, Krista (2003). Whose Rules? Negotiation of Power in Intercultural Communication in Vogelberg, K. and Soovik, E. (eds). *Encounters: Linguistic and cultural-psychological aspects of communicative processes*. Tartu, Estonia: Tartu University Press. (available within D2L module content)

Course Instructors

This program has two faculty directors: Nancy Morgan and Gretchen Wilbur, who will be conducting the trip abroad. They will also conduct the online and onground sessions pre- and post-departure. Gretchen Wilbur has an EdD in Educational Leadership; her areas of study include multicultural/equity education, reflective inquiry, and educational assessment.. She is Associate Professor and Assessment Director at the School for New Learning. (E-mail: gwilbur@depaul.edu)

Nancy Morgan has an MA in Teaching English as a Second Language and an MA in International Relations. She is an instructional designer and an adjunct faculty member at the School for New Learning. (Email: nmorgan4@depaul.edu)

For more information on your instructors, please refer to our profiles on the D2L homepage, or the Introductions Discussion within the course.

Your instructors will respond to emails within 48 hours. If you have general questions about the course and our itinerary abroad, please post them to the Q & A Forum once the online course has been opened, as others may also have the same question. Please feel free to email either Gretchen or Nancy with any questions of a more individual nature directly. Please contact

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Snlinternational@depaul.edu for questions about credits, registration, or other study abroad questions.

You can expect comments of a general nature on the discussion board within 24 hours of the posting dates. Written assignments will be graded within 4-7 days, in the order they are received. Final projects will be graded within 7-10 days.

Course Structure

This is a study abroad course. Please refer to the study abroad itinerary for specific dates of departure and activities while abroad.

In addition to the nine days we will be abroad, there will be a series of required class meetings before and after departure to prepare you for the trip and to complete activities which will help you meet the requirements for the course. In addition to the face-to-face meetings, there will be some self-paced and group activities on the online course site. You will need to check in to the course site on D2L.

Here is the schedule outlining the course and participation dates.

At a glance schedule:

Onsite meeting dates	Jamaica Coursework	Room
October 23, 2017	6-8	1451
October 23-November 6, 2017	Online	
November 6, 2017	6-8	1451
November 6-20, 2017	Online	
November 20, 2017	6-8	1455
November 25-December 3, 2017	TRAVEL ABROAD	
Meeting upon return	TBD	TBD

Detailed schedule & Learning Strategies. Subject to revision.

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
<p><i>Module 1</i> <i>What is Culture?</i></p> <ul style="list-style-type: none"> Create a definition of culture 	<p>Onsite <i>October XX, 2017</i> <i>6-8 pm TBD</i> <i>Rm. 1451</i> <i>14 E. Jackson St.</i></p>	<p>Readings from text (<i>Intercultural communications: A reader</i>):</p> <ul style="list-style-type: none"> <i>Using Intercultural</i> 	<p>1.1 PRE-CLASS Reflection (write before class, before doing readings or viewing videos.) What is your definition of culture? Of intercultural</p>

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
<ul style="list-style-type: none"> Describe how culture impacts intercultural communication Understand and explain cultural differences Identify the beliefs, values, and norms of your own culture Review technology tools (D2L and blog) that will be used in class. 		<p><i>Communications: The Building Blocks</i>, eds. Pp. 4-19</p> <ul style="list-style-type: none"> <i>Culture and Conflict, Triandis</i>, pp. 34-45 <p>View</p> <ul style="list-style-type: none"> The Spirit Catches You and You Fall Down/Anne Fadiman/Book Review www.youtube.com/watch?v=Ql3qHF3seHE () What is culture? http://www.youtube.com/watch?v=57KW6RO8Rcs&feature=related <p>Complete quiz at http://geert-hofstede.com/cultural-survey.html</p>	<p>communications? Due October XX, 2017</p> <p>ONSITE</p> <p>1.2 Introductions Discussion: Share information about yourself and why you are taking this study abroad course.</p> <p>1.3 Role Play Students, in groups, choose an identity, then problem solve a situation from that perspective. Each group will also describe an experience where either cultural distance or cultural syndromes created a miscommunication. Debrief in large group and suggest solutions.</p> <p>1.4 Technology Review: D2L review; introduction to communicating with Jamaican university partners.</p> <p>1.5 Discussion— brain storm topics for project AFTER OUR MEETING</p> <p>1.6 Reflection (after class) Students reflect on their initial definition of culture and analyze how culture influences behavior, interactions, and communications. Due October XX, 2017</p>

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
<p><i>Module 2</i> <i>Intercultural Communication in Context</i></p> <ul style="list-style-type: none"> Analyze one or more global issues, problems, or opportunities facing intercultural communications and educational interactions) Explain how these issues affect individuals or societies in both positive and negative ways. 	<p><i>Online</i> <i>October 23- November 6, 2017</i> <i>Assignments completed online and submitted through dropbox</i></p>	<p>Readings from text (<i>Intercultural communications: A reader</i>):</p> <ul style="list-style-type: none"> <i>Dimensionalizing Cultures: The Hofstede Model in Context, Hofstede, pp. 19-34</i> <i>Intercultural Communication in a Globalized World, Saint-Jacques, pp. 45-55</i> 	<p>2.1 Cultural Dimensions.Two page written assignment comparing and contrasting Hofstede’s cultural dimensions with Saint-Jacques view of intercultural communications. (Due: November 6, 2017)</p> <p>2.2 Reflection. Students will reflect on and discuss Saint-Jacques’ statement about identity in the age of globalization, drawing on what they have learned thus far and their own experiences: “it is never a fixed reality, a pre-given identification; it is a dynamic and evolving reality.” (Optional: share on discussion board or with university partners Due: November 6, 2017)</p> <p>2.3 Final Project Topic Selection. Students will submit a tentative topic for their final project, and include 2 annotated sources. Due: November 10, 2017</p>
<p><i>Module 3</i> <i>Cultural Context</i></p> <ul style="list-style-type: none"> Identify the beliefs, values, and norms of your own culture Recognize and articulate differences and commonalities in 	<p><i>Onground</i> <i>November XX, 2017</i> <i>Rm. 1451</i> <i>14 E. Jackson</i> <i>Assignments completed online and submitted</i></p>	<p>Readings from text (<i>Intercultural communications: A reader</i>):</p> <ul style="list-style-type: none"> <i>Living with Whiteness: A Project Aimed at Undermining Racism, pp. 104-</i> 	<p>PRE-CLASS 3.1 Individual Onsite Visitations. Before the onground meeting, individual student visitation of a public or institutional space; students arrange on their own and record</p>

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
<p>dominant cultural patterns</p> <ul style="list-style-type: none"> Recognize communication and interaction patterns within the context of a specific setting or institution 	<p><i>through dropbox, as well as onground</i></p> <p><i>Guest speaker from Study Abroad office</i></p>	<p>111</p> <ul style="list-style-type: none"> <i>Culture and Communication in the Classroom, Gay, pp. 381-399</i> <i>The Problem of Globalization: Jamaican Managers at the Intersection of Past and Present Cultural Challenges, Hall, pp. 356-365</i> 	<p>observations, using a set of criteria they have come up with on their own based on their readings. (Look for differences and commonalities in dominant patterns) (before Due: Nov. XX, 2017</p> <p>IN CLASS</p> <p>3.2 Criteria Refinement Discussion. During the onground meeting on Nov 6th, in assigned groups of 3-4, students will combine their lists to create 10 data observation points. They will evaluate the criteria and come up with suggestions for each other on an instrument they can use abroad.</p> <p>ONLINE</p> <p>3.3 Collaborative Group Activity online. Students will work together online to refine their criteria and to develop a rationale for each criteria's inclusion, citing references. They will also include a summary of how the criteria could tell a story of intercultural communication patterns. Due: November 10, 2017</p> <p>3.4 Reflection: Students will reflect on their own</p>

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
			identity and how it relates to culture and communication in relationship to either Warren's or Gay's essays. Due: November 20, 2017
<p><i>Module 4</i> <i>Observing Interactions</i></p> <ul style="list-style-type: none"> • Can articulate how one or more factors interrelate to form intercultural communication patterns. • Use interactive technology to engage in cross-cultural communications about contemporary and controversial issues 	<p>Online November 13-24, 2017</p> <p><i>Interactions with Jamaican university partners through the site established for communication.</i></p>	<p><i>The Basis of Cultural Differences in Nonverbal Communication, Andersen, pp.293-312</i></p> <p><i>Monochronic and Polychronic Time, Hall, pp. 313-326</i></p> <p><i>Are you past oriented or future oriented?</i> 9 mns. by Phillip Zombardo (psychologist, Stanford http://www.youtube.com/watch?v=isPj5KgpVqg&feature=related</p>	<p>(interact with university partners between November 13-24, 2017</p> <p>4.1 Internet communication with Jamaican partners. Please introduce yourself by November 12th, and continue your conversations over the next 10 days or so. Students will introduce themselves on the blog to our partners abroad. As an ice breaker, they may consider discussing several of the situations below. How might these situations be interpreted differently in different cultures? How would your culture interpret</p> <ul style="list-style-type: none"> • the following non-verbal actions? • Two people speaking loudly, waving their arms, using many

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
			<p>gestures</p> <ul style="list-style-type: none"> • A customer in a restaurant waves his hand over his head and snaps his fingers loudly. • An elderly woman dresses entirely in black • Two men kiss in public. <ul style="list-style-type: none"> • In your culture, how late can you be for the following? <ul style="list-style-type: none"> • A class • Work • A job interview • Ad dinner party • A date with a friend <p>4.2 Document sharing and discussion Present and discuss observation criteria with university partners. If you wish to incorporate some criteria from the readings this week, or at least discuss with your partners whether these concepts would be relevant to introduce, please do so.</p>

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
<p><i>Module 5</i> <i>Intercultural Communication Competence</i></p> <ul style="list-style-type: none"> • Can apply theories of intercultural relations to one's own life by creating a personal plan for intercultural communicative competence. 	<p>Onsite <i>November XX,</i> <i>2017</i> <i>6-8 pm</i> <i>Rm. 1455</i> <i>14 E. Jackson St.</i></p>	<p>Readings from text (<i>Intercultural communications: A reader</i>):</p> <p><i>Axioms for a Theory of Intercultural Communication Competence, Spitzberg, pp. 424-435</i></p> <p>Intercultural and Multicultural Education Agostino Portera, pp 12-30 (on D2L site)</p> <p>How to Improve Intercultural Sensitivity and Overcome Ethnocentrism Through Acknowledging Distinctions, http://www.youtube.com/watch?v=Hxb-2Vs513s&feature=fvsr</p> <p>Bennett's Development Model of Intercultural Sensitivity (DMIS) https://www.youtube.com/watch?v=6vKR FH2Wm6Y</p>	<p>IN CLASS</p> <p>5.2 Becoming culturally competent. In small groups (self-selected), develop a plan to become culturally competent. Use Bennett's and Deardorff's models from the video ad readings to help you develop your plan.</p> <p>5.3 Rules of the Road. Whole group: discuss cultural shock, how to overcome. Share norms and expectations for behavior traveling abroad.</p>
<p><i>Module 6</i> <i>Conclusions</i></p>	<p>Onsite <i>TBD</i></p>		<p>6.1 Data Records. Collect data at all travel</p>

Week, Module #, Title and Objectives	Dates & Location	Readings, videos and websites	Assignments
<ul style="list-style-type: none"> • Can identify the forces which impact intercultural communications (i.e. culture, sociolinguistics, history, setting, values, religion, identity, family, gender, etc.) • Formalize their plan for intercultural competence • Reflect on any changes to their own values, beliefs, identity 			<p>locations. In a 2-3 page written assignment, summarize your results, interpret the patterns you observed, and relate these interpretations to <i>each competence</i> you are taking. (Nov. 6)</p> <p>6.2 Final Projects Students present their individualized projects (TBD)</p> <p>6.3 Reflection and Conclusions Final reflection on lessons learned, including an analysis of own cultural values, beliefs, identity and plan for intercultural competence. Written assignment. TBD</p>

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Assessment of Learning

Depending upon the competencies the student is taking, different outcomes and goals will be prioritized. See the following chart.

Outcome	Goal	H1A	H2X	H2E	H5	FX	E1-2	L10-11
Analyze the social, linguistic, and cultural influences on communication and interaction patterns.	Create a definition of culture	X	X	X	X	X	X	X
	Describe how culture impacts intercultural communication	X	X	X	X	X	X	X
	Understand and explain cultural differences	X	X	X	X	X	X	X
	Identify the beliefs, values, and norms of your own culture	x	X	X	X	X	X	X
Develop a global perspective when analyzing the impact of cultural diversity on issues effecting schools and universities	Analyze one or more global issues, problems, or opportunities facing education and communications		X	X	X			
	Explain how these issues affect individuals or societies in both positive and negative ways.		X	X	X			
	Explain factors that contribute to difference in opportunity and achievement.		X	X			X	
Using the principles of effective intercultural	Communicate with individuals from a different culture	X				X	X	X

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communication, co-develop an observation tool to record interaction patterns among groups in at least three different cultural settings..								
	Use interactive technology to engage in cross-cultural communications about contemporary and controversial issues.	X		X	X	X	X	X
	Develop effective intercultural communication strategies	x				X		X
	Observe and analyze interaction patterns in formal and informal settings	X	x	x	X	X	X	X
Use principles and theories chosen from course materials, to analyze observation data and patterns	Recognize and articulate differences and commonalities in dominant cultural patterns	X	X	X			X	X
	Describe the impact of communication patterns within the context of a specific setting or institution	x	X	X	X	x	X	X
	Compare and contrast interaction patterns within and across three different cultures	X	X	X	X	X	X	X

Assignment Requirements

All students regardless of competencies taken will complete the same assignments. *However*, the assignment will be tailored to *each competence*. Please see the requirements for each assignment below and how it is to be tailored to *each and every competence* the student is taking.

Final Project

The final project will include an analysis and presentation. The format is not prescribed and could include a paper, video, website, song, interpretative performance, and/or other format negotiated with the professors. At least 5 scholarly sources will be used and referenced in the analysis. The final project *must* include evidence of competence criteria as listed below.

All projects, regardless of competence, will include and be assessed on evidence of:

- Analysis the social, linguistic, and/or cultural influences on communication and interaction patterns
- Analysis of interaction patterns in formal and informal settings
- Comparison of interaction patterns within and across three different cultures

H-1-A; H-2-X; H-2-E, H-5 will include and be assessed on evidence of:

- Analysis of one or more global issues, problems, or opportunities facing education, communications, and interactions, and how these issues affect individuals or societies in both positive and negative ways.

FX will include and be assessed on evidence of:

- Analysis of the use of interactive technology to engage in cross-cultural communications about contemporary and controversial issues.

E1; E2 will include and be assessed on evidence of:

- At least 2 approaches to the creation of principles and theories about intercultural communications and/or equitable interactions
- Evaluation of the limitations and possibilities of these approaches to the creation of knowledge.
- A perspective in relation to intercultural communications and/or educational equity that integrates aspects of these approaches.

L10; L11 will include and be assessed on evidence of:

- Apply theories of intercultural relations to one's own life
- Describe personal perspective on intercultural competence

Written Assignments

When the assignments call for addressing each competence you are taking, address them separately and identify them by label, e.g. H5)

2.1 Two page written assignment comparing and contrasting Hofstede's cultural dimensions with Saint-Jacques view of intercultural communications. Identify how the similarities and/or differences

between these authors inform your understanding of at least one criteria for *each competence* you are taking.

3.3 Data Sharing Submission. Students will refine their criteria and submit to dropbox along with a brief summary of their findings. Summary should include how these criteria can provide insight for *each competence* you are taking.

5.2 Becoming culturally competent. In this 1-2 page written assignment, connect three things: 1) your small group discussion/plan for becoming culturally competent, 2) the goals you have for developing *each competence* while in Europe, and 3) questions you want to make sure you ask Portera, including your reasons for these questions based on your read of his chapter.

5.0 Data Records. Collect data at all travel locations. In a 2-3 page written assignment, summarize your results, interpret the patterns you observed, and relate these interpretations to *each competence* you are taking.

Discussions/Participation

Your participation online, in class and abroad is an important part of your learning experience, as well as your grade. Please see the participation rubric in D2L.

Reflections

When the assignments call for addressing each competence you are taking, address them separately and identify them by label, e.g. H5)

1.1 Reflection. (write before 1st class, before doing readings or viewing videos.) What is your definition of culture? Of intercultural communications and interactions?

1.5 Reflection. (after 1st class) Reflect on your initial definition of culture; analyze how culture influences behavior, interactions, and communications; and describe how this relates to *each competence* you are taking.

2.2 Reflection. Reflect on and discuss Saint-Jacques' statement about identity in the age of globalization, drawing on what you have learned thus far and your own experiences: "it is never a fixed reality, a pre-given identification; it is a dynamic and evolving reality." Include how this relates to *each competence* you are taking.

3.4 Reflection: Reflect on your own identity and how it relates to culture and communication. Do you have any experiences based on the readings this session that demonstrate any of the theories or modes of communication discussed? What are the beliefs, values or norms that exist within your own culture? How do these influence you in the US? In different settings? How do you anticipate your beliefs, values and norms will influence you abroad?

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assignment's assigned deadline. In addition, you must

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participate in the course discussion forum, in the onsite discussions, as well as participate in the activities abroad.

Percentage Distribution of Assessments

Grading Category	% of Final Grade
Discussions/Participation/	30%
Final Project	30%
Written Assignments & Data Records	30%
Reflections	10%
Total	100%

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. All written materials should be double spaced, using a 12 point font and one inch margin in MS Word 2007. Please refer to APA format (<http://owl.english.purdue.edu/owl/resource/560/01/> for further reference. Also refer to the attached rubric for all written assignments.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Online Discussion

Discussion Boards

This course contains discussion forums related to the topics you are studying. A Course Q & A discussion forum has been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course pre and post departure are conducted, and where you can ask 'process' questions and receive answers

throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Assessment Criteria for Online Discussion Participation

Discussions will be graded based the following:

- Timeliness of response: student consistently responds to postings in less than 24 hours and demonstrates good self-initiative.
- Relevance of the response: student consistently posts topics related to discussion topic and cites additional references related to topic.
- Integration of content: student integrates readings, other course content, life experiences and colleagues' posts meaningfully and consistently.
- Contribution to Community of Inquiry: student is aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.

Course Netiquette

To ensure an orderly and respectful online presence, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Responding promptly to messages sent to you.
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.).
- Avoiding hostile or curt comments. No objectionable, sexist, or racist language will be tolerated.
- Promoting cooperation by offering assistance and support to other participants and by sharing ideas.

Course Expectations

Time Management and Attendance

Since this is a study abroad course, the requirements for this course are different from regular onsite or onground SNL courses. You are required to attend the onsite sessions that will lay the foundation for the study abroad, and encouraged to attend the Italian lessons to fully benefit from this experience. You are also required to complete all the readings and activities outlined in the Course Structure in this syllabus, and described in more depth in the online D2L course. Your participation abroad will be evaluated according to group norms and standards of behavior established before departure, as well as by personal and academic contributions. This is an experiential course, so the more you put into this course, the more you will get out of it. Because this course can be taken for 8 credits by SNL students, it is important to pace your work for your final project accordingly. You will be required to complete the activities and readings listed in the syllabus pre-departure, and then complete your research, your final project and your

observations/reflections upon return. It is important to remain in contact with your instructors, who will schedule check-ins, to discuss your final project.

Your Instructor's Role

Your instructors' roles in this course are those of facilitators and learning advisors. This course allows for a great deal of flexibility in terms of individualized topics for your final projects. Your instructors will discuss your options with you and help you come up with a project suitable to your interests, focus area and competence registration. Your instructors will serve as your lead when traveling abroad; please direct any questions to them, or to snlinternational@depaul.edu.

Your Role as a Student

As a study abroad student, you will be taking a proactive approach to your learning. As the course instructors' role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Policies

See additional information pertaining to the grade designations for [undergraduate grades](#). See [Pass/Fail Grading Options](#).

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

Credits

This course was designed and produced by Gretchen Wilbur and Nancy Morgan and staff at SNL Online of the School for New Learning of DePaul University.

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