

This document contains the syllabus for CSUS 418 section 755/756 and also the syllabus for CSUS 418 section 757. Section 757 is for site leaders to the study abroad sites. The syllabus for section 757 begins on page 10 of this document.

MICHIGAN STATE UNIVERSITY
SPRING SEMESTER 2016
COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: CSUS 418
Section: 755 and 756 (returning participants)
Credits: 3
Course Title: INTERNATIONAL ENGAGEMENT IN MEXICO (IEM): ENGAGING AND LEARNING WITH COMMUNITIES ABROAD
Term: **Spring Semester – Spring Break**
Location: **G8 Holden Hall**
Course Dates: **ON- CAMPUS MEETINGS**

- Pre-Trip & Post-Trip Meeting Times: Sunday 6-8 PM
- Pre-Trip Dates: January 24 and 31, February 21 and 28
- Departure Date: March 4 (late afternoon) and 5
- Return Date: March 13
- Post-Trip Dates: March 20, and April 10

ENGAGEMENT IN MEXICO

Week of Service\Engagement: March 5-13, 2016 in: Puebla, Campeche, Mérida, Oaxaca, or Guelatao, México

Prerequisites: None

CONTACT INFORMATION

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IEM Program Co-Director & Lead Instructor
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Natural Resources
480 Wilson Rd Room 133

Program Instructors:

Puebla: Juan Flores-Soto floresj2@msu.edu and Alicia Boyd BoydA1@michigan.gov
Merida: Bruce Lack lackb1@vps.msu.edu and Aleida Martinez marti995@vps.msu.edu
Campeche: Paulo Gordillo gordillo@msu.edu and Kelsey Holsinger kholsinger@telamon.org
Oaxaca: Haida Lopez lopezhai@msu.edu and Elias Lopez lopezel1@vps.msu.edu

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

All reading materials and other IEM Program resources are available on SS16 - CSUS 418, Section 755 in D2L.

Textbooks and readings as assigned by Lead Instructor

III. COURSE FOCUS

Community engagement and learning is examined in association with selected service activities in a cross-cultural setting. During Spring Break 2016 students, instructors and staff will provide assistance to a variety of social service organizations in Mexico. Additionally, students will have the opportunity to visit a number of cultural/historic sites.

In preparation for this community engagement and learning experience four pre-trip class meetings will be held addressing:

1. Community engagement and effective citizenship
2. Cultural understanding and cross-cultural issues among communities (preparation for service sites in Mexico)
3. Effective communication through understanding how contexts affect communication strategies and practices

During the week in Mexico, evening city group meetings will participate in reflective discussions to examine student engagement and learning experiences linked to course topics. Two Post-trip class meetings will be held for final reflections and preparation for writing the final essay questions. All course readings are posted on the class D2L web site: SS16- CSUS 418, section 755.

IV. ENGAGEMENT FOCUS

Students, Program Instructors, Site Leaders, and others will work closely with social service agencies to assist with community-identified service projects while directly engaging with local residents. Through an interactive process, they will identify, coordinate and implement together with the agencies a shared project. Through these interactions contributors will develop a personal connection with those whom they are engaged with as well as the communities in which they interact.

V. MICHIGAN STATE UNIVERSITY UNDERGRADUATE LEARNING GOALS

CSUS 418 Section 755 International Engagement in Mexico: Engaging and Learning with Communities Abroad supports the following MSU undergraduate learning goals:

A. Effective Citizenship

- Demonstrate and awareness of institutional structures and the need for individual and collaborative approaches to address societal issues.
- Demonstrate awareness of societal issues and their ethical dimensions.

B. Cultural Understanding

- Show openness to different experiences and recognition of one's cultural background.
- Recognize multiple definitions and expressions of culture and diversity.

C. Effective Communication

- Recognize that communication depends on context and understands relationships between communication and context.
- Demonstrate an awareness of how communication practices relate to context.

As a result of readings, classroom discussions, service experiences in Mexico and reflective activities students are expected to achieve a level of MSU global outcomes and competencies related to the goals above and described in the following link:

URL: <https://www.msu.edu/~freshsem/LLG%20%20GC%20combined%20table.pdf>

VI. COURSE OUTLINE/READING ASSIGNMENTS

EFFECTIVE CITIZENSHIP

January 18 – 23

1. Read the following:

- I. Hartman, Eric, Cody Morris Paris, Brandon Blache-Cohen. Fair Trade Learning: Ethical standards for community-engaged international volunteer tourism. Tourism and Hospitality Research 2014. Vol. 14(1-2) 108-116.
- II. Adler R, Goggin J (2005) What Do We Mean By “Civic Engagement”? Journal of Transformative Education Vol 3 (3) 236-253.
- III. Kennon, Katelyn. Volunteers Abroad Need to be More Willing to Learn. URL: <http://www.wildcat.arizona.edu/article/2013/11/volunteers-abroad-need-to-go-with-more-williness-to-learn>

2. Complete Quiz #1 – Due Sunday January 24, 2016 by 12:00 PM

Sunday, January 24

Class Meeting: IEM Orientation, Lecture addressing Effective Citizenship and City Group meeting #1

CULTURAL UNDERSTANDING – part I

January 25 - 31

1. Read the following:

- I. Pansters, W.G. (2001). Mexico. In M. Ember & C.R. Ember (Eds.), Countries and their Cultures (Vol. 3) (pp. 1447-1461) (15 p.). New York: Macmillan Reference USA.
- II. Central Intelligence Agency United States of America. “The World Factbook”. URL: <https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>

2. Complete Quiz #2 – Due Sunday January 31, 2016 by 12:00 PM

Sunday, January 31

Class Meeting: IEM Orientation (continued), Lecture addressing Cultural Understanding and City Group meeting #2

CULTURAL UNDERSTANDING – part II

February 1 – 21

1. Read the following:

A. Oaxaca Group Readings:

<http://www.history.com/topics/mexico/oaxaca>

B. Guelatao Group Readings:

<http://www.history.com/topics/mexico/oaxaca>

Robson, James P. and Raymond Wiest. Transnational Migration, Customary Governance, and the Future of Community: A Case Study from Oaxaca, Mexico. Latin American Perspectives, Issue 196, Vol. 41 No. 3, May 2014. 103-117.

C. Merida Group Readings:

<http://history.com/topics/mexico/yucatan>

D. Puebla Group Readings:

<http://history.com/topics/mexico/puebla>

E. Campeche Group Readings:

<http://history.com/topics/mexico/campeche>

2. Complete Quiz #3 – Due Sunday February 21, 2016 by 12:00 PM

Sunday, February 21

Class Meeting: IEM Orientation (continued), Lecture addressing Cultural Understanding and City Group meeting #3

EFFECTIVE COMMUNICATION

February 22 – 27

1. Read the following:

- I. Gurin, Patricia, and Biren (Ratnesh) A. Nagda. Intergroup Dialogue. Encyclopedia of Diversity in Education. Ed. James A. Banks. Thousand Oaks, CA: SAGE Publications, Inc., 2012. 1232-37. SAGE knowledge. 2012.

2. Complete Quiz #4 – Due Sunday February 28, 2016 by 12:00 PM

Sunday, February 28

Class Meeting: IEM Orientation (continued), Lecture addressing Effective Communication and City Group meeting #4

SPRING BREAK

Saturday, March 5 (Friday March 4 for some of the groups – refer to city schedule)

Departure to Mexico

Sunday, March 6

Cultural Excursions and first in-country group reflection

Monday - Friday March 7 – 11

Week of Service\Engagement: March 7-11, 2016 in: Puebla, Campeche, Mérida, Oaxaca, or Guelatao, México

Refer to your City Group Itinerary for specific group activities

Saturday March 12

Cultural Excursions and last in-country group reflection

Sunday, March 13

Return to MSU

Journals will be collected by the City Program Instructors upon arrival to MSU and returned on Sunday, March 20

Sunday, March 20

Class Meeting: **Post IEM Experience # 1**

Topic: General Program Debriefing and final essay questions Q&A

Sunday, April 10

Class Meeting: **Post IEM Experience # 2**

Topic: IEM Shared Experience – Presentation by City Groups

Final essay questions due today

VII. CRITERIA FOR EVALUATION

Pre- Quizzes: (40 points, 40%)

Four online quizzes on the reading materials will be posted on D2L. Each quiz contains 10 multiple choice and/or true/false questions over assigned readings. Quizzes will be timed. Two attempts will be offered. The highest score will count towards the final grade.

Journal Writing: (11 entries 2 points each, 22 points - 22%)

Instead of lecture notes, we will use reflective journals. The emphasis is different, but the purpose is similar: to help you make sense of what you've been learning. The journal will be used during pre-trip classes and in country to help you structure thoughts for the final reflective paper. Each time you record entries in your reflective journal, think back over everything you've done since the last time. Which sources/experiences did you learn most from? Which did you learn least from, and why was that? Write a minimum of two paragraphs about the sources/experiences of your new learning. A reflective journal is a steadily growing document that you write to record the progress of your learning. A reflective journal is not a summary of the course material or a learning log. In a learning log you might write down the times and days when you read something. A log is a record of events, but a journal is a record of your reflections and thoughts. Focus more on your reactions to what you've have learned/experienced.

Participation in Class Meetings and Reflection Sessions: (13 points, 13%)

Participation points will be earned during 4 pre-departure sessions, 7 in country reflection sessions, and 2 post-trip sessions for a total of 13 points or 13%. Participation does not only mean attendance, but active engagement during pre-trip classes and city meetings, in country cultural tours, as well as at your assigned work site and during scheduled evening group reflections.

Essay Questions: (25 points, 25%)

Essay questions responses linking class readings, class discussions, reflection discussions, and experiences with personal/professional outcomes. See D2L for further directions/assignment rubric.

Grading Scale:

Study Abroad programs are academic experiential opportunities for personal/professional growth and service. To accomplish IEM Program goals and achieve our academic objectives the work of each student will be assessed utilizing the following criteria.

A student's semester course grade is based on a 100 point total. Each assignment is worth a portion of that total. The grading scale for the final semester grade:

4.0	93-100	2.5	77-79	1	60-66
3.5	87-92	2.0	70-76	0.0	59 and under
3.0	80-86	1.5	67-69		

Complete Assignments

Assignments for this course will be submitted electronically through *D2L* unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Late Assignments:

Late assignments will receive a grade of "0".

Make up work will be granted under extreme personal circumstances and required documentation. These exceptions must be approved in advance and documentation from the appropriate authority must be provided.

Make-ups and Rewrites:

You will be required to meet the course deadlines. Make up will be granted under extreme personal circumstances.

VIII. EXPECTATIONS

Attendance and Participation:

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first two class sessions and fail to communicate with the instructor through email (willecel@msu.edu), may be dropped from the course.

In-country attendance and participation refers to the schedule students are expected to follow. Work day starts at the hotel lobby prior to departure to work-site and concludes at the end of evening group reflection meeting. Students are expected to conduct themselves in a responsible manner through their actions and behavior.

Academic Integrity:

Commit to Integrity: Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to

use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Understand When You May Drop This Course

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is (insert date). The last day to drop this course with no refund and no grade reported is (insert date). You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.*

*Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of the [Academic Freedom Report \(AFR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](#) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

MICHIGAN STATE UNIVERSITY
SPRING SEMESTER 2016
COURSE SYLLABUS

IX. IDENTIFYING INFORMATION

Course: CSUS 418
Section: 757 (Site Leaders)
Credits: 2
Course Title: INTERNATIONAL ENGAGEMENT IN MEXICO (IEM): ENGAGING AND LEARNING WITH COMMUNITIES ABROAD: LEADERSHIP PRACTICUM
Term: **Spring Semester – Spring Break**
Location: **G8 Holden Hall**
Course Dates: **ON- CAMPUS MEETINGS**

- Pre-Trip & Post-Trip Meeting Times: Sunday 6-8 PM
- Pre-Trip Dates: January 24 and 31, February 21 and 28
- Departure Date: March 4 (late afternoon) and 5
- Return Date: March 13
- Post-Trip Dates: March 20, and April 10

ENGAGEMENT IN MEXICO

Week of Service\Engagement: March 5-13, 2016 in: Puebla, Campeche, Mérida, Oaxaca, or Guelatao, México

Prerequisites: **None – preferred those who have taken CSUS 418 Section 755**

CONTACT INFORMATION

Dr. Celina Wille, Assistant Professor, CSUS
IEM Program Co-Director & Lead Instructor
Office: Agriculture Hall, Rm 102
Phone: (517) 884-7419
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Dr. Michael Kaplowitz CSUS Department Chair
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Natural Resources
480 Wilson Rd Room 133

Program Instructors:

Puebla: Juan Flores-Soto floresj2@msu.edu and Alicia Boyd BoydA1@michigan.gov
Merida: Bruce Lack lackb1@vps.msu.edu and Aleida Martinez marti995@vps.msu.edu
Campeche: Paulo Gordillo gordillo@msu.edu and Kelsey Holsinger kholsinger@telamon.org
Oaxaca: Haida Lopez lopezhai@msu.edu and Elias Lopez lopezel1@vps.msu.edu

X. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

All reading materials and other IEM Program resources are available on SS16 - CSUS 418, Section 757 in D2L.

Textbooks and readings as assigned by Lead Instructor

XI. COURSE FOCUS

Community engagement leadership is examined through a practicum experience in association with program orientation and service activities involving a diverse group of students both on campus and in cross-cultural contexts in Mexico. During Spring Break 2016 site leaders will serve as part of the leadership team to enable student participants to focus on civic engagement and to serve as liaisons to a variety of social service organizations in Mexico through service learning activities. Site leaders will assist program leaders/instructors in all aspects of IEM program management as described in "Site Leaders Roles and Responsibilities" (see handout). Site leaders will facilitate student involvement in pre-and post-trip class meetings and will be assigned to coordinate service activities with a specific agency during the IEM week of service in Mexico. Site leaders will be directly supervised by program leaders/instructors as described in both "Program instructors Roles and Responsibilities: and Site Leaders Roles and Responsibilities (see handouts).

In preparation for this community engagement and learning experience four pre-trip class meetings will be held addressing:

4. Community engagement and effective citizenship
5. Cultural understanding and cross-cultural issues among communities (preparation for service sites in Mexico)
6. Effective communication through understanding how contexts affect communication strategies and practices

During the week in Mexico, site leaders will help plan, coordinate and execute scheduled evening group reflective discussions to examine student engagement and learning experiences linked to course topics. Two Post-trip class meetings will be held for final reflections and preparation for writing the final essay questions. All course readings are posted on the class D2L web site: SS16- CSUS 418, section 757.

XII. ENGAGEMENT FOCUS

Site Leaders will work closely with social service agencies to assist with community-identified service projects while directly engaging with local residents. Through an interactive process, they will identify, coordinate and implement together with the agencies a shared project. Through these interactions site leaders will develop a personal connection with those whom they are engaged with as well as the communities in which they interact.

XIII. MICHIGAN STATE UNIVERSITY UNDERGRADUATE LEARNING GOALS

CSUS 418 Section 757 International Engagement in Mexico: Engaging and Learning with Communities Abroad: Leadership Practicum, supports the following MSU undergraduate learning goals:

F. Effective Citizenship

- Demonstrate and awareness of institutional structures and the need for individual and collaborative approaches to address societal issues.
- Demonstrate awareness of societal issues and their ethical dimensions.

G. Cultural Understanding

- Show openness to different experiences and recognition of one's cultural background.

- Recognize multiple definitions and expressions of culture and diversity.

H. Effective Communication

- Recognize that communication depends on context and understands relationships between communication and context.
- Demonstrate an awareness of how communication practices relate to context.

As a result of readings, classroom discussions, service experiences in Mexico and reflective activities students are expected to achieve a level of MSU global outcomes and competencies related to the goals above and described in the following link:

URL: <https://www.msu.edu/~freshsem/LLG%20%20GC%20combined%20table.pdf>

XIV. COURSE OUTLINE/READING ASSIGNMENTS

EFFECTIVE CITIZENSHIP

January 18 – 23

3. Read the following:

- IV. Hartman, Eric, Cody Morris Paris, Brandon Blache-Cohen. Fair Trade Learning: Ethical standards for community-engaged international volunteer tourism. Tourism and Hospitality Research 2014. Vol. 14(1-2) 108-116.
- V. Adler R, Goggin J (2005) What Do We Mean By “Civic Engagement”? Journal of Transformative Education Vol 3 (3) 236-253.
- VI. Kennon, Katelyn. Volunteers Abroad Need to be More Willing to Learn. URL: <http://www.wildcat.arizona.edu/article/2013/11/volunteers-abroad-need-to-go-with-more-williness-to-learn>

4. Complete Quiz #1 – Due Sunday January 24, 2016 by 12:00 PM

Sunday, January 24

Class Meeting: IEM Orientation, Lecture addressing Effective Citizenship and City Group meeting #1

CULTURAL UNDERSTANDING – part I

January 25 - 31

3. Read the following:

- III. Pansters, W.G. (2001). Mexico. In M. Ember & C.R. Ember (Eds.), Countries and their Cultures (Vol. 3) (pp. 1447-1461) (15 p.). New York: Macmillan Reference USA.
- IV. Central Intelligence Agency United States of America. “The World Factbook”. URL: <https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>

4. Complete Quiz #2 – Due Sunday January 31, 2016 by 12:00 PM

Sunday, January 31

Class Meeting: IEM Orientation (continued), Lecture addressing Cultural Understanding and City Group meeting #2

CULTURAL UNDERSTANDING – part II

February 1 – 21

2. Read the following:

D. Oaxaca Group Readings:

<http://www.history.com/topics/mexico/oaxaca>

E. Guelatao Group Readings:

<http://www.history.com/topics/mexico/oaxaca>

Robson, James P. and Raymond Wiest. Transnational Migration, Customary Governance, and the Future of Community: A Case Study from Oaxaca, Mexico. Latin American Perspectives, Issue 196, Vol. 41 No. 3, May 2014. 103-117.

F. Merida Group Readings:

<http://history.com/topics/mexico/yucatan>

I. Puebla Group Readings:

<http://history.com/topics/mexico/puebla>

J. Campeche Group Readings:

<http://history.com/topics/mexico/campeche>

2. Complete Quiz #3 – Due Sunday February 21, 2016 by 12:00 PM

Sunday, February 21

Class Meeting: IEM Orientation (continued), Lecture addressing Cultural Understanding and City Group meeting #3

EFFECTIVE COMMUNICATION

February 22 – 27

3. Read the following:

- II. Gurin, Patricia, and Biren (Ratnesh) A. Nagda. Intergroup Dialogue. Encyclopedia of Diversity in Education. Ed. James A. Banks. Thousand Oaks, CA: SAGE Publications, Inc., 2012. 1232-37. SAGE knowledge. 2012.

4. Complete Quiz #4 – Due Sunday February 28, 2016 by 12:00 PM

Sunday, February 28

Class Meeting: IEM Orientation (continued), Lecture addressing Effective Communication and City Group meeting #4

SPRING BREAK

Saturday, March 5 (Friday March 4 for some of the groups – refer to city schedule)

Departure to Mexico

Sunday, March 6

Cultural Excursions and first in-country group reflection

Monday - Friday March 7 – 11

Week of Service\Engagement: March 7-11, 2016 in: Puebla, Campeche, Mérida, Oaxaca, or Guelatao, México

Refer to your City Group Itinerary for specific group activities

Saturday March 12

Cultural Excursions and last in-country group reflection

Sunday, March 13

Return to MSU

Journals will be collected by the City Program Instructors upon arrival to MSU and returned on Sunday, March 20

Sunday, March 20

Class Meeting: **Post IEM Experience # 1**

Topic: General Program Debriefing and final essay questions Q&A

Sunday, April 10

Class Meeting: **Post IEM Experience # 2**

Topic: IEM Shared Experience – Presentation by City Groups

Final essay questions due today

XV. CRITERIA FOR EVALUATION

Pre- Quizzes: (20 points, 20%)

Four online quizzes on the reading materials will be posted on D2L. Each quiz contains 10 multiple choice and/or true/false questions (worth .5 points each) over assigned readings. Quizzes will be timed. Two attempts will be offered. The highest score will count towards the final grade.

Journal Writing: (11 entries 2 points each, 22 points - 22%)

Instead of lecture notes, we will use reflective journals. The emphasis is different, but the purpose is similar: to help you make sense of what you've been learning. The journal will be used during pre-trip classes and in country to help you structure thoughts for the final reflective paper. Each time you record entries in your reflective journal, think back over everything you've done since the last time. Which sources/experiences did you learn most from? Which did you learn least from, and why was that? Write a minimum of two paragraphs about the sources/experiences of your new learning. A reflective journal is a steadily growing document that you write to record the progress of your learning. A reflective journal is not a summary of the course material or a learning log. In a learning log you might write down the times and days when you read something. A log is a record of events, but a journal is a record of your reflections and thoughts. Focus more on your reactions to what you've have learned/experienced.

Effectively Carrying Out Site Leader Roles and Responsibilities: (24 points, 24%)

Effective execution of Site Leader duties as described in "Site Leader Roles and Responsibilities". Fundamentally, this also includes active leadership support in class meetings, pre-trip group activities, fundraising projects, on-site service, daily reflection sessions and post trip group and class activities. Participation points will be earned during 4 pre-departure sessions, 7 in country reflection sessions, and 1 post-trip sessions (each worth 2 points) for a total of 24 points or 24%

Site Leader Group Project: City Group Reflection (14 points, 14%)

Site leaders in each city develop a 3-5 minute media presentation to share with the entire IEM program during the last post-trip meeting. This presentation is to be a meaningful and thought provoking reflection on the City' Group's experiences associated with the class topics.

Essay Questions: (20 points, 20%)

Essay questions responses linking class readings, class discussions, reflection discussions, and experiences with personal/professional outcomes. See D2L for further directions/assignment rubric.

Grading Scale:

Study Abroad programs are academic experiential opportunities for personal/professional growth and service. To accomplish IEM Program goals and achieve our academic objectives the work of each student will be assessed utilizing the following criteria.

A student's semester course grade is based on a 100 point total. Each assignment is worth a portion of that total. The grading scale for the final semester grade:

4.0	93-100	2.5	77-79	1	60-66
3.5	87-92	2.0	70-76	0.0	59 and under
3.0	80-86	1.5	67-69		

Complete Assignments

Assignments for this course will be submitted electronically through *D2L* unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Late Assignments:

Late assignments will receive a grade of "0".

Make up work will be granted under extreme personal circumstances and required documentation. These exceptions must be approved in advance and documentation from the appropriate authority must be provided.

Make-ups and Rewrites:

You will be required to meet the course deadlines. Make up will be granted under extreme personal circumstances.

XVI. EXPECTATIONS

Attendance and Participation:

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first two class sessions and fail to communicate with the instructor through email (willecel@msu.edu), may be dropped from the course.

In-country attendance and participation refers to the schedule students are expected to follow. Work day starts at the hotel lobby prior to departure to work-site and concludes at the end of group reflection meeting. Students are expected to conduct themselves in a responsible manner through their actions and behavior.

Academic Integrity:

Commit to Integrity: Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Understand When You May Drop This Course

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is (insert date). The last day to drop this course with no

refund and no grade reported is (insert date). You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.*

*Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of the [Academic Freedom Report \(AFR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](#) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.