**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program.  Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** IP490  International Studies Seminar

**Home Department**:                  Languages, Literatures and International Studies

**Department Chair Name and Contact Information** (phone, email):     Rebecca Ulland, rulland@nmu.edu, 227-1820

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every winter

**Official Course Status**: Has this course been approved by CUP and Senate?  YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

This class has several content dimensions:

1.  The prerequisite for students in this class is to have participated in a study abroad program.  As such, this class helps them reflect on, write about and build on that experience, including raising their cultural intelligence.

2.  Students choose a current issue from the country of their study abroad, research it, and present their findings in written and oral formats.

3.  Students follow and report on world news and campus events with an international scope.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

1.  Critical thinking seeps through this course—all aspects of the rubric apply in all three areas of the course content.

2.  This is an ideal course to connect their experience (study abroad) to academic content.  As a capstone course, students draw upon the various disciplines to which they have been exposed throughout their academic careers, integrate them in their work, and communicate them in several manners.

This course could be the poster child for the Integrative thinking category of the General Education program at NMU.

C. Describe the target audience (level, student groups, etc.)

IP490 is required of International Studies majors and minors.  They are to take it after their required study abroad experience.  We anticipate that some internationally-minded students outside of the International Studies program will find this course attractive as well.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

IP490 is already required of International Studies majors and minors.  As mentioned in section C, it could be an ideal Integrative Thinking course for internationally-minded and experienced students.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component.  There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Type:**  We will use a homework assignment to assess this dimension.  (As currently taught, using the homework from the attached syllabus, we would use our “World News” homework #13.  This would allow us to assess student ability to give credible evidence from several sources on a topic.)**Frequency:**   Students prepare homework assignments for each day of the course.  (In the current configuration of the course, for example, we would use “World News” assignment number 13.)**Importance:** Homework assignments count for well over one third of the course grade, and their completion is critical to student performance on quizzes as well. This actual assignment will be worth considerably more than a normal assignment, as indicated on the syllabus (40 points rather than 5 points).**Expected success rate and rationale:** 80% (or higher).  Since homework assignments happen for every class period, we are able to mentor students in it and help them to improve their performance as the semester progresses.  We anticipate using one of the later assignments, so we anticipate a high rate of success.   |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Type:**  We will use a homework assignment to assess this dimension.  (As currently taught, using the homework from the attached syllabus, we will use our “World News” homework #13.  This would allow us to assess student ability to synthesize, compare and contrast ideas from several sources on a topic. .)**Frequency:**   Students prepare homework assignments for each day of the course.  (In the current configuration of the course, for example, we would use “World News” assignment number 13.)**Importance:** Homework assignments count for well over one third of the course grade, and their completion is critical to student performance on quizzes as well. This actual assignment will be worth considerably more than a normal assignment, as indicated on the syllabus (40 points rather than 5 points).**Expected success rate and rationale:** 80% (or higher).  Since homework assignments happen for every class period, we are able to mentor students in it and help them to improve their performance as the semester progresses.  We anticipate using one of the later assignments, so we anticipate a high rate of success.   |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Type:**  We will use a homework assignment to assess this dimension.  (As currently taught, using the homework from the attached syllabus, we would use our “World News” homework assignment #13.  This would allow us to assess student ability to come to a logical conclusion based on several sources on a topic.)**Frequency:**   Students prepare homework assignments for each day of the course.  (In the current configuration of the course, for example, we would use “World News” assignment number 13.)**Importance:** Homework assignments count for well over one third of the course grade, and their completion is critical to student performance on quizzes as well. This actual assignment will be worth considerably more than a normal assignment, as indicated on the syllabus (40 points rather than 5 points).**Expected success rate and rationale:** 80% (or higher).  Since homework assignments happen for every class period, we are able to mentor students in it and help them to improve their performance as the semester progresses.  We anticipate using one of the later assignments, so we anticipate a high rate of success.  |

**PLAN FOR LEARNING OUTCOMES
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component.  There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Connections to Experience***OR* | Connects academic knowledge to experiences | **Type:**  We will use a homework assignment to assess this dimension.  (As currently taught, using the homework from the attached syllabus, we would use our “Cultural Intelligence” homework assignments #2.  In this assignment, students evaluate, using culture scales [equality/hierarchy, individual/group, task/relationship, etc.], the predominant cultural tendencies of the country in which they studied in comparison to their own tendencies.  They then tell of an experience from their time abroad which illustrates the gap and how to overcome that gap.)**Frequency:**   Students prepare homework assignments for each day of the course.  (In the current configuration of the course, for example, we would use “Cultural Intelligence” assignment number 2.)**Importance:** Homework assignments count for well over one third of the course grade, and their completion is critical to student performance on quizzes as well. This actual assignment will be worth considerably more than a normal assignment, as indicated on the syllabus (40 points rather than 5 points).**Expected success rate and rationale:** 80% (or higher).  Since homework assignments happen for every class period, we are able to mentor students in it and help them to improve their performance as the semester progresses.  We anticipate using one of the later assignments, and students are passionate about linking their learning to their experiences abroad, so we anticipate a high rate of success.     |
| **Connections to Discipline** | Makes connections across disciplines |  |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | **Type:**  We will use a homework assignment to assess this dimension.  (As currently taught, using the homework from the attached syllabus, we would use our “Cultural Intelligence” homework assignments #2.  In this assignment, students evaluate, using culture scales [equality/hierarchy, individual/group, task/relationship, etc.], the predominant cultural tendencies of the country in which they studied in comparison to their own tendencies.  They then tell of an experience from their time abroad which illustrates the gap and how to overcome that gap.)**Frequency:**   Students prepare homework assignments for each day of the course.  (In the current configuration of the course, for example, we would use “Cultural Intelligence” assignment number 2.)**Importance:** Homework assignments count for well over one third of the course grade, and their completion is critical to student performance on quizzes as well. This actual assignment will be worth considerably more than a normal assignment, as indicated on the syllabus (40 points rather than 5 points).**Expected success rate and rationale:** 80% (or higher).  Since homework assignments happen for every class period, we are able to mentor students in it and help them to improve their performance as the semester progresses.  We anticipate using one of the later assignments, and students are passionate about linking their learning to their experiences abroad, so we anticipate a high rate of success.       |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | **Type:**   We plan to assess this dimension using one of the presentations students make in the course.  (In the current course configuration, we would assess a presentation students give to present their research findings from the research they perform on a current issue or problem from the country in which they studied abroad.) **Frequency:** Students will give at least two presentations in this course.  (In the current configuration, two are required.)**Importance:** Research papers and the associated presentations count for roughly one third of the course grade in this class.  (In its current configuration, the presentations themselves are worth roughly 15% of the course grade.  The single presentation is worth 40 points. This presentation is based on the research students perform, and an associated research paper is the other outcome of this project.  We would focus on just the research presentation for the purposes of this General Education assessment.)**Expected success rate and rationale:** 80% (or higher).  This assessment will be the second of this type, so we will be able to do some mentoring in this area.  We anticipate a high rate of success.    |

**International Studies Seminar (IP 490)—Sample for GEC**

 **Professor**: Timothy G. Compton

 **Office**: Whitman 169 227-1107

 **E-Mail**: tcompton@nmu.edu

 **Office Hours**: MW 10-11:40, TR 2-2:50, or by appointment (phone, zoom, in person—all options available)

 **Texts**: Iron and Silk (Mark Salzmann)

 Cultural Intelligence: A Guide to Working with People from Other Cultures, 1st Ed. (Brooks Peterson)

 Prisoners of Geography (Tim Marshall)

**Bulletin Description:**

Prerequisite: Completion of study abroad experience and 75 credit hours, junior standing, or instructor permission.

Students reflect on and build on their study abroad experience, including discussion of cultural adaptation. They increase their research skills by researching elements of the country in which they studied abroad, then report in both oral and written formats. They participate in and report on campus and community events with international dimensions, follow current events and issues from around the world, and network with classmates and others.

**Course Objectives:**

Students in this class will…

1. Reflect upon and process their study abroad experience (Evaluated through Assignments, Presentation)

2. Increase their cultural intelligence (Assignments)

3. Research an international issue and present findings in a written and oral format. (Presentation, Papers)

4. Become familiar with and able to discuss current events taking place around the world (Homework assignments, final exam)

5. Be able to analyze and discuss three of the most important issues facing a world region (final exam)

6. Engage with international events at NMU and beyond (homework assignments)

7. Get to know each other and network (not evaluated, but important!)

**Perhaps most importantly:**

 I really love “teaching” this class. I have loved teaching it several times, and look forward to learning along with you and drawing on the experience and expertise of the most interesting students with the most diverse learning backgrounds at NMU. I chose my career because travelling to another country when I was young transformed my life; it prompted me to keep learning everything I could about Spain and Europe, then Peru and South America, then Mexico, and the entire world. Perhaps just as importantly, learning these things has helped me to understand myself and my culture. I am convinced that it is the rare, rare person who can see their own culture without leaving it. At the same time, I am more and more intrigued at the impact of culture on people and the rich variety of people around the world. I love learning the languages, trying to live the customs, eating the food, and most of all coming into contact with great people from all over the world. I can hardly believe that I get paid to teach and encourage others in those things.

This class will not have lectures in the traditional sense. It will be full of discussion and sharing. The idea is for each of us to reflect on and process our international experiences, learn about other parts of the world from each other and other sources on campus, do research and report on it, and become better world citizens.

**Disabilities**

“If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1737 or disserv@nmu.edu). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.”

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| **GRADES** |
| POSITIVESRoutine Homework 35 X 5 = 175 pointsGen Ed Homework 2 X 40 = 80Research Paper 50 X 2 = 100Reports on International Events 4 X 20 = 80Presentations 40 X 2 = 80Quizzes 12 X 10 = 120 ========== TOTAL 635 points |  592-635 A 465-485 C 571-591 A- 446-464 C- 550-570 B+ 423-445 D+ 529-549 B 402-422 D 508-528 B- 381-401 D- 486-507 C+ 0-370 F |
| NEGATIVESMissing class, lack of participation, bad attitude, misuse of technology  |  |

**Homework**

There will be a homework assignment due prior to each class period, and some days two! Each will be graded in accordance with the below rubric. Please submit all homework via email—no attachments--, and labeled “IP490—WN1” (for World News assignment #1). They will be of four varieties:

 World News Reports (WN) Iron & Silk Assignments (IS)

 Prisoners of Geography Reports (PG) Cultural Intelligence Reports (CI)

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| Homework Grades Rubric |
|  | A 5 points Excellent in all areasB 4 points At least good in all areasC 3 points Lacking in at least one areaD 2 points Very poor in at least one areaE 0-1 points Unacceptable in 1+ areas | A | B | C | D | E |
| **Complete and on time** | All requirements met, a count of 300+ words, and on time. |  |  |  |  |  |
| **Content** | Writing shows strong evidence of having read and understood the content of the assigned reading. |  |  |  |  |  |
| **Personal Analysis** | Writing shows evidence of analyzing the reading, connecting it to prior experience and knowledge, and addressing its significance. |  |  |  |  |  |
| **Organization and Tone** | Well organized, clear sections. Engaging tone. Enjoyable to read. |  |  |  |  |  |
| **Mechanics** | Sentences flow smoothly with few grammar, spelling, or punctuation errors. (Readers focus on content.)  |  |  |  |  |  |

**Iron & Silk** Homework: Read the assigned sections, then 1) report on 2-3 highlights (write as if to someone who hasn’t read the book), 2) tell what impressed you most and why, and 3) tell a story about a single incident from your time abroad related to something that happened in the section. 4) Tell how many words you used.

**World News** Homework: Follow the international section of BBC.com. Follow the headlines and dabble with content from the more interesting articles. Try to have a rough idea of news happening around the world. US news doesn’t count, unless it is having an effect on countries abroad. 1) Choose what you think are the two most significant news stories of the week, read the articles completely on those stories, and write a summary about the stories and why you think they are significant. 2) Find roughly the same stories in other news sources (one per story), read them, and report on how they differ from the BBC version. Try to find contrasting versions. 3) Do the same thing for the two top news stories for “your region” of the world. 4. Tell how many words you used.

**Prisoners of Geography** Homework: Read the assigned chapter, then, 1) report on 2-3 main ideas in the chapter, 2) tell what things were new to you or surprised you or impressed you or gave you new insights. Elaborate. 3) Tell how many words you used.

**Cultural Intelligence** Homework: I’ll give you specific assignments when we get to that part of the semester.

**Research Paper**

You are to do extensive research and write a report on a current issue/problem related to “your” country. You will also present your findings to the class in an oral format.

 Abstract 10 points

Roughdraft: 50 points (8-10 pages)

 Final: 50

 Presentation: 40 + 10 for presenting during the Celebration of Student Research

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| **Standards for the Research Paper** |
|  | **Ideal** | **Excellent** | **Acceptable** | **Unacceptable** | **Unacceptable** |
| **Purpose** | The writing has a clear purpose or argument. |  |  |  | The writing lacks a clear purpose or argument. |
| **Content** | The bulk of the paper provides reasonable support for the central purpose or argument and displays evidence of a basic analysis of a significant topic. Readers gain important insights. |  |  |  | The bulk of the paper fails to provide reasonable support for the central purpose or argument. Lacks analysis or provides vague analysis. Readers end up confused or misinformed. |
| **Organization** | Ideas in the writing flow logically and link one to another. Readers can follow the line of reasoning.  |  |  |  | Ideas in the writing lack a logical flow and fail to make sense together. Readers cannot follow the line of reasoning. |
| **Feel** | The writing engages readers, generally holding their attention.  |  |  |  | The writing fails to engage readers, losing their attention. |
| **Tone** | The tone of the writing reflects professionalism consistent with an academic research paper.  |  |  |  | The tone of the writing lacks professionalism consistent with an academic research paper. |
| **Writing Mechanics**  | Sentences flow smoothly with few errors in grammar, spelling, punctuation, etc. Readers can focus on the content rather than on writing problems.  |  |  |  | Errors disrupt the flow of the writing, drawing the focus of readers to writing problems rather than on content.  |
| **Length** | The paper has the number of pages specified in the assignment. (References do not count in the page count. 11 point, Calibri, 1” margins.)  |  |  |  | The paper does not have the number of pages specified in the assignment. |
| **Use of References** | The paper includes professional citations which support statements. Readers have a clear vision of the source of ideas and quotes and know where to find further information. |  |  |  | The paper lacks professional citations which support statements. Readers end up confused about where ideas came from and where to find further information. Plagiarism. |
| **Quality of References** | References come from professionally legitimate sources. Readers trust the reliability of the information and ideas and recognize sound research methods. |  |  |  | References, when present, lack professional reliability. Readers doubt the value of the material and recognize a lack of basic research methods. |
| **Format** | The paper generally reflects use of guidelines from the selected style sheet.  |  |  |  | The paper often disregards use of guidelines from the selected style sheet.  |

 **A Note on Plagiarism**

 I assume the best of people. I don’t read student work looking for or suspecting plagiarism. Nevertheless, I do have enough experience to recognize when the tone of someone’s work seems off to me, and then I dig. I have found that many of the problems related to plagiarism have to do with simple proper citations. When in doubt, cite. Any questions whatsoever? Ask! I would rather not even talk about the consequences of plagiarism.

**Reports on International events**

You are to attend 4 international events this semester. After each event you are to e-mail me a 500+ word report, including a description of the event, your reaction to/analysis of it, and a word count. Subject line: IP490—Event#. Please let me know of international events you hear of so we can all be aware of options.

**Presentations**

You’ll give two presentations this semester. 1) An overview of your country and your time there (20-30 minutes), and 2) a presentation of your research findings (9-10 minutes). Actually, you’ll give your research presentation at NMU’s Celebration of Student Research as well.

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| **Standards for Oral Presentations** |
| **The presenter…** | **Excellent—A** | **Acceptable—C** | **Unacceptable--F** | **Comments** |
| Previewed 3-5 key objectives |  |  |  | 1.2.3.4.5. |
| Presented convincingly on key objectives |  |  |  |  |
| Spoke clearly, effectively and loudly |  |  |  |  |
| Had good eye contact with the audience |  |  |  |  |
| Demonstrated enthusiasm for the topic |  |  |  |  |
| Used effective visual aids effectively |  |  |  |  |
| Was knowledgeable on the subject |  |  |  |  |
| Stayed within the time constraints |  |  |  |  |
| Answered questions effectively |  |  |  |  |
| Communicated effectively with audience |  |  |  |  |

**Quizzes** Each quiz is located on the educat page for our class.

**Missing class, Lack of Participation, Bad attitude, Misuse of Technology**

It pains me to even mention these things to you. Of course you know that you need to attend class on time without fail (first absence—no penalty, subsequent absences—loss of 10 points), arrive prepared every time, participate enthusiastically (this is called global ENGAGEMENT), and support each other in a positive way. Failure to do any of these things would make success in this class impossible. Use computers and smart phones in class only for course work.

**ANTICIPATED SCHEDULE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **January** |  | **Homework** | **Quiz** |  |  | **Homework** | **Other** |
| **19** | Class Intro |  |  | **21** | IS11-25 |  |
| **26** | WN1 |  | Europe Map |  | **28** | IS2 26-50 | Research Paper Topic Due |
| **February** | **2** | WN2 | PG Intro | Middle East Map |  | **4** | IS3 51-76 | Kathryn CP |
| **9** | WN3 | PG1 | Africa Map |  | **11** | IS4 77-102 | Brianna CP |
| **16** | WN4 | PG2 | Asia Map |  | **18** | IS5103-130 | Jess CP |
| **23** | WN5 | PG3 | Latin America Map |  | **25** | IS6 133-160 | Katie CP |
| **March** | **2** | WN6 | PG4 |  |  | **4** | IS7 161-186 | Jared CP |
| **9** | WN7 | PG5 | World Leaders Quiz |  | **11** | IS8187-211 | Research Paper Due |
| **16** | WN8 | PG6 |  |  | **18** | CI1 1-29 | Brianna RP |
| **23** | WN9 | PG7 | Europe Analysis |  | **25** | CI2 30-62\*\* | Jess & Katie RP |
| **30** | WN10 | PG8 | Middle East Analysis |  | **1** | CI3 87-105 | Jared & Kathryn RP  |
| **April** | **6** | WN11 | PG9 | Africa Analysis |  | **8** |  Celebration of Student Research |
| **13** | WN12 | PG10 | Asia Analysis |  | **15** | CI4 152-176 |  |
| **20** | WN13\*\* |  | Latin America Analysis |  | **22** | CI5 177-204 | Research Paper Rewrite Due |
| **27** |  CI 205-219 | Extra Analysis |  |  |  |  |

WN = World News Report PG = Prisoners of Geography IS = Iron & Silk CI = Cultural Intelligence

 \*\*Worth 40 points for Gen Ed Assessment CP = Country Presentation RP = Research Presentation