

Growing, Learning, & Understanding Everyone (GLUE) Syllabus

Course Objectives

This one-credit hour virtual course is designed to facilitate intercultural development. Students will complete both asynchronous modules of content, such as readings, videos, and guided assignments, as well as live synchronous class meetings which increase intercultural competence and effectiveness working across difference.

Students will work with an Intercultural Learning Mentor who will facilitate intentional development through personalized feedback and discussion. Assignments and mentor feedback will encourage students to connect with the differences they encounter and better understand the similarities and differences between their own culture and others; including, but not limited to teamwork and professional practice in their chosen career field. In so doing, students will become better able to articulate and demonstrate the component leadership skills of "interpersonal and intercultural effectiveness" as defined in the *Purdue Undergraduate Core Curriculum*:

- **Strategic Planning**
- **Intercultural Curiosity**
- **Non-Verbal Communication**
- **Intercultural Openness**
- **Intercultural Self-Awareness**
- **Intercultural Empathy**
- **Worldview Frameworks**
- **Professional Context**
- **Mindfulness**
- **Analysis and Synthesis**

Course Format

Asynchronously, students are tasked with experiential activities along with supporting materials and readings, which address development of one or more of the above skills, knowledge, or attitudes within an intercultural praxis framework. As a course cohort, students will engage in activities and discussions with their mentor and peers receiving feedback on how further progress in intercultural skill building might be achieved. These discussions will take place both synchronously, in class meetings, and asynchronously, through discussion boards.

How much work is involved in a 1-credit course?

One credit hour is defined as the equivalent of one hour of in-class learning and an average of three hours of outside learning per week, over a full 16 week semester, necessary for a student to achieve an average grade in the course. Because this is an on-line course that incorporates asynchronous learning, a lot of that learning time is in your hands. While this course will involve a variety of content delivery methods (readings, videos, activities, etc.), you will also be required to engage with those in your community to "test out" some of the knowledge, skills, and attitudes introduced in this course. Regarding deadlines for completing asynchronous work, the course is broken up into units of instruction capped by synchronous class meetings. All tasks and activities for a given unit must be completed three days prior to the synchronous class meeting. Each of the 4 synchronous class meetings will last approximately 90 minutes.

Assessment

The course is assessed on a **Pass/No Pass** basis. Each assignment is scored according to posted point values. In order to pass this course, you must a) complete all portions of all assignments b) to the satisfaction of the mentor and c) receive 70% of total points possible for the course.

Activities and Assignments:

Mentors will assess each activity and posting to determine if all portions have been completed appropriately. Mentors may require students to rework any portion of an activity that they feel is insufficient. For this reason, we ask that students pay close attention to all directions.

Late Policy

Any student who has not submitted a completed assignment, any portion thereof, nor responded to emails within 30 days will be automatically dropped from the course with a 'No Pass' grade for the semester.

Brightspace: virtual learning environment

Each cohort of students will have a course Brightspace page. There, students will have access to this syllabus, all assigned materials, a course calendar, and an individual gradebook. All activities will be submitted via Brightspace. For select surveys and assessments, students may be directed to an external site and will be provided with login access as required.

During the first login session, students must review the Start Here section, read the syllabus and complete the *Syllabus Acknowledgement Assignment*. Students should also subscribe to all Discussion Boards.

Contact

All students are required to use their @purdue.edu email address for all correspondence. Students are responsible for checking their @purdue.edu account frequently and consistently to avoid missing course communications. For questions about enrollment or departmental policies, or general questions or concerns, please contact your course coordinator. For specific questions on any day-to-day aspects of class, contact your Intercultural Learning Mentor.

Calendar and Due Dates

The calendar dates for this curriculum will be determined by the start date and scheduling of the synchronous sessions, which will take place roughly every 3-4 weeks. Specific due dates for intercultural assessments, such as the Intercultural Development Inventory, will be announced as they are distributed. Pacing for this course may be set at one unit per week or every two weeks resulting in an intensive curriculum over 8 weeks or a more relaxed pace over 16 weeks.

Unit completion due dates will be posted in the Brightspace Calendar. Students **may request up to 2 extensions** with the understanding that ***this will not affect the following unit's due date.*** Extensions must be requested **prior** to the due date.

Drop/Add and Withdraw Policy

Except in cases where this curriculum operates outside of the normal academic semester calendar, students are expected to adhere to the University policies regarding Drop/Add and Withdraw.

Course Overview

Unit	Modules
Unit 1: Gearing Up	Module 1.1 Taking a look at the journey ahead
	Module 1.2 Exploring your motivations
	Module 1.3 Connecting to your discipline
	Module 1.4 Interacting across difference
Unit 2: Self-Discovery	Module 2.1 Finding out where you are
	Module 2.2 Charting your course
	Module 2.3 Getting to know yourself
Session 1	Synchronous Class meeting 1
Unit 3: Cultural Discovery Skills	Module 3.1 Cultivating mindfulness
	Module 3.2 Checking your assumptions
	Module 3.3 Testing hypotheses through interaction
Unit 4: Cultural Savvy	Module 4.1 Defining culture
	Module 4.2 Exploring ways of viewing the world
	Module 4.3 Working through the Praxis Cycle 1
Session 2	Synchronous Class meeting 2
Unit 5: Empathy	Module 5.1 Finding common ground
	Module 5.2 Empathizing across difference
	Module 5.3 Examining what shapes us
Unit 6: Different Lenses	Module 6.1 Taking different perspectives
	Module 6.2 Apply the Platinum Rule
Session 3	Synchronous Class meeting 3
Unit 7: Adaptive Communication	Module 7.1 Getting comfortable with discomfort
	Module 7.2 Shifting communication styles
	Module 7.3 Working through the Praxis Model 2
Unit 8: Life-Long Learning	Module 8.1 Measuring your growth
	Module 8.2 Checking in on goals
	Module 8.3 Exploring your profession
	Module 8.4 Planning for continued learning
Session 4	Synchronous Class meeting 4

Course Completion

While mentors will provide updates on missing assignments or tasks, ultimately it is **the responsibility of the student** to ensure that all components are completed by the end of the course. Contact your course coordinator at any time, if you have questions or concerns regarding this requirement.

Certificate Distribution

Once the coursework has been reviewed, all components and final surveys have been completed satisfactorily, and the student receives a "Pass," students will receive the GLUE Intercultural Competence Certificate.

Academic Integrity

ACADEMIC DISHONESTY STATEMENT* Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

All work submitted for this class must be entirely your own work completed for this course during this semester. Students may not receive any help from others on any work for credit in this course unless instructed otherwise.

Any student who cheats, copies work, commits plagiarism, or submits work that is otherwise not their own may be subject to punitive grading up to and including receiving a failing grade for the assignment or for the course grade. Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

The Disability Resource Center (DRC) is a resource for students and instructors. Students may present a "Letter of Accommodation" to you at any point in the semester. Should you have questions about accommodations, please contact the DRC at: 494-1247. You may also visit the DRC at drc@purdue.edu.

Family Educational Rights and Privacy Act & Americans with Disabilities Act

Students are respectfully reminded that instructors are unable to discuss specific grade information by e-mail to protect students' educational records in compliance with FERPA regulations. In accordance with the ADA, all qualified students enrolled in this course are entitled to "reasonable accommodations." Any students with disabilities which could affect classroom performance should schedule an appointment to speak privately with the instructor before the end of the second week of classes.

Civility Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her

own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at:
http://www.purdue.edu/purdue/ea_eou_statement.html

Emergency Situations

In the event of a campus or medical emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. In such an event, monitor your @purdue.edu email address, and your course's Blackboard Learn page, and Purdue University's homepage for further information.

The Purdue Honors Pledge

"As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."