

Global Engineering Orientation

ENGR297 – Fall 2021

Aug 23 – Dec 11

Instructors: **Marina García Lopez-Arias and Gabriel Rios-Rojas**

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Marina's Office Hours: Tues.: 2:30-3:30 / Fri.: 9-10 (EST) and by appointment.

Gabriel's Office Hours (Online): Mon.: 9:30-10:30 / Fri.: 2– 3 and by appointment.

Link: <https://purdue-edu.zoom.us/my/gabrielrios?pwd=NlIKTDV6ZW05WXYwTWQ2emFvay9aQT09>

Course Objectives:

As a required course for all students participating in the GEARE program, ENGR297 is designed to provide an introduction to the various challenges of studying and working abroad. Students will learn about a variety of cultural theories and intercultural communication strategies, engaging in activities geared toward increasing cultural awareness, cultural sensitivity, and navigating a new culture. Specific objectives include developing awareness of your own culture, learning about the host country, understanding cross-cultural differences in Engineering education, and acquiring skills necessary for living, travelling, and studying in a foreign country.

Course Format:

The course will feature a mixture of activities done both in and outside of class with in-person synchronous meetings and zoom meetings. For those who are unable to attend either the zoom or in-person session (according to the model of class they are taking, e.g. online/in-person), other materials will be provided to complete work on any given week. We will use a series of articles and other readings, which you can find on the course Brightspace page. Students will participate in cultural simulations, conduct individualized research into their host countries and their own cultural backgrounds, and complete written reflections. **Please note that the course calendar and its contents are subject to change.**

Required Reading:

- All readings will be provided in PDF format on the Brightspace course page.

Suggested readings and useful links:

- Geert Hofstede Cultural Dimensions website: <https://geert-hofstede.com/national-culture.html>
- GEARE Student Guide: <http://geareguide.weebly.com>
- U.S. State Department: <https://travel.state.gov>
- CDC: Center for Disease Control: www.cdc.gov/travel
- Exchange rates: www.xe.com
- A book from the Culture Shock Series specific to the student's host country.
- Country Guidebook such as "Lonely Planet Germany"

Grades:

A: 90-100	D: 60-69.99
B: 80-89.99	F: 0-59.99
C: 70-79.99	

Given the nature of this course, the class assignments will be graded according to the level to which you have reflected and engaged with the questions at hand. Other assignments such as the Debrief are graded for completion. Please note there is NO final exam for this course. **Final grades will not be rounded up.** Therefore, if you need a certain grade to qualify for a scholarship etc., please inform me at the beginning of the term or as early as possible so we can monitor grades together.

Break Down of Grade:

Intercultural Mentor	5%
Participation	10%
Journal	20%
Reflections (5)	40%
Personal Narrative	20%
Individual IDI Debrief	5%

ASSIGNMENTS

Each week on our main Brightspace page you will find a detailed description of what is expected for the week and the assignments that are due. You can find this same information in the course calendar.

Personal Narrative (20% of final grade)

You will write the personal narrative after the third class and over the course of the semester you will revisit this narrative, adding information, taking it away, and reflecting critically on what you wrote. The final draft of this is due at the end of the semester on 12/06 by 11:59pm. For more information consult the assignment document on Brightspace.

Intercultural Mentor Sessions (5% of final grade)

During the semester you will meet with an assigned intercultural mentor to talk about their and your progress throughout GEARE, to answer any questions they may have and reflect on how you have changed over the course of your time in the program. This session should also cover the work necessary for your assignment in week 9, reflection #3. Once you have completed your meeting, please inform your instructor and they will update your score on Brightspace. This is purely a pass/fail completion grade. Please consult the assignment folder in the course's Brightspace for more information on this assignment.

Journal (20% of final grade)

Throughout the semester you will complete 4, page-length journal entries, which you will submit at the end of the semester along with your last reflection. For this you should go to a news site: newspaper, news program, and so on, from the country to which you want to travel and choose a news article for each submission in which you will summarize the article, talk briefly about what it tells you about the culture of your chosen country (think here about the event described, the general reaction to it, the language used to talk about it, etc.), and how you feel about this. The articles you read should be in the target language if at all possible (including English if this is the language of the country where you plan to stay). Journal entries should engage with the article selected and reflect critically on it. The journal will be graded out of 40 points. Please see the rubric for more information.

Participation (10% of final grade):

Given that this course involves myriad self-reflective activities and assignments that require students to engage critically with their own experiences, backgrounds, and knowledge, participation in classroom discussion and

activities is indispensable to encouraging intercultural growth. As such, participation comprises 10% of the final grade and will be assessed according to how much you participate and engage with the class material.

Reflections (40% of final grade)

Students will complete each reflection assignment (each reflection is worth an equal amount of the 40% total) as listed on the “Assignments” page of our Brightspace course and in the course schedule below. The required length of each reflection piece will be between 1-2 pages, responding to the prompt given. Your answer should reflect your understanding of the topic at hand and you should develop your thoughts with justification for your ideas, building on what we have discussed in class. Each piece will be graded according to the level of reflection and engagement with the task. See the individual assignment briefs for more information.

Reflection #1 (due 08/29 by 11:59pm)

What are your expectations for this course? What do you already know about intercultural competency and how have intercultural experiences shaped your view of the world?

Reflection #2 (due 10/03 by 11:59pm)

After your individual IDI Debrief you should reflect on what you discussed, how your assessment results relate to the intercultural experiences you have had, and the steps you will take after the end of the course to continue with your intercultural journey. Use specific examples from your daily life to talk not only about where you are on the intercultural continuum (denial through adaptation) but also how your debrief and plan have helped you reflect on this.

Reflection #3 (due 10/24 by 11:59pm)

In your meeting with your intercultural mentor, you should talk to them about themselves, asking them where they came from, what brought them to Purdue, their experiences of school, what their daily lives look like and so on. You should contrast this in your reflection with your own version of these events/experiences that you have begun to develop in your personal narrative. In this reflection, you should also consider what parts of your mentor’s experiences do not speak to your own and consider your interaction in light of the class on empathy and asking questions: what did you learn from this class that was applicable to your conversation and how do you think this may influence your intercultural interactions?

Reflection #4 – Cultural Dimensions (due 11/21 by 11:59pm)

For this assignment you should draw upon the discussions we have had throughout the duration of the course on cultural difference/similarities and intercultural competency. Using the frameworks we have seen and your understanding of your own cultural background, reflect on your future time abroad, any difficulties you foresee, and any possible adjustments you may have to make. Remember to also draw upon your conversations with your cultural mentors for further insight into what to expect once abroad and what you have learnt through the ‘journal.’ Further information for this assignment can be found on our Brightspace “Assignments” page.

Reflection #5 (due 12/10 by 11:59pm)

As the semester is coming to a close and you are finishing the first of the three-part GEARE course series, you should reflect critically on the past semester. What have you learnt? What was most impactful on you and your intercultural development? What do you understand intercultural interactions to be – give a definition of this.

Individual IDI Debrief (5% of final grade):

Following on from the Group IDI Debrief, in week 5 we will have individual debriefs to discuss each student’s IDI assessment results. As such we will not have class this week. Each student is responsible for contacting their instructor to arrange the time and date of their debrief. Everything you discuss in this session is confidential and the contents of this debrief will not affect your grade in any way, nor will it affect your standing in GEARE. This is purely a completion assignment and as such you will receive the maximum grade possible for the assignment once the session is complete.

Academic Dishonesty:

Dishonesty in connection with any university activity constitutes misconduct for which students may be subject to administrative action or disciplinary penalties. Cheating, plagiarism, or knowingly furnishing false information to the university are examples of dishonesty. Cheating could include, among other instances, having someone else do, write or review an assignment, or using an online translator. Plagiarism could be copying and pasting from a source (paper, electronic or other) without citation. Consequences for such dishonesty could include anything from rewriting an assignment for half credit to receiving a 0 for the assignment, to getting a lower grade for the course, to failing the entire course. These consequences will be decided by your instructor in conjunction with the course coordinator. Any questions regarding what constitutes cheating and plagiarism should be addressed to the instructor in advance of turning in the assignment.

NB: If the student is found eligible to rewrite the assignment for half credit, this should be done within 3 calendar days of discussing the issue with the instructor. No extension will be given after this deadline has elapsed.

Classroom Civility Statement:

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue's Nondiscrimination policy for more information:

http://www.purdue.edu/purdue/ea_eou_statement.html

COVID-related guidelines:

If you experience any symptoms of COVID-19 or suspect you may have been exposed to someone with COVID-19 stay home and call the Protect Purdue Health Center at 765-496-INFO.

Keep your cell phone on to receive a Purdue ALERT text message.

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#) and the Violent Behavior Policy under University Resources in Brightspace.

Accessibility and accommodations: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let the instructor know so that you can discuss options. You are also encouraged to contact the **Disability Resource Center** at: drc@purdue.edu or by phone: 765-494-1247 .

<http://www.purdue.edu/drc/faculty/syllabus.html>

Mental Health Statement:

If you need support and information about options and resources, please see the **Office of the Dean of Students**, 765-494-1747 (M-F, 8 am-5 pm). Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help and to speak with a clinician, contact Counseling and Psychological Services (CAPS) at (765)494-6995 or by going to CAPS' office on the second floor of the Purdue University Student Health Center (PUSH). For urgent situations after hours, on weekends and holidays, call (765)494-6995 to speak with a clinician. Please see the **CAPS website** for further information. **For further information about CAPS and their services/resources during the COVID-19 pandemic, please see their website: <https://www.purdue.edu/caps/covid-19/caps-corner/index.html>**

Class materials:

Class notes and other instructor's materials cannot be reproduced or sold without express written permission.

Electronic devices: Students will be allowed to bring electronic devices (such as tablets or laptops) to class, for the purpose of accessing an e-text, taking down notes or other class-related activities. Any use of an e-device for an activity not related to the class (such as email, social media, etc.) will be sanctioned.

Course Calendar:

Week	Date	Topic	Readings	Assignment Due
1	8/23-8/27	Introduction and What is Culture? Pt. 1		Reflection #1 Study Abroad Questionnaire
2	8/30-9/3	Culture and Interculturality pt. 2	“Cultural Differences that Matter” – Lanier Spencer-Oatley & Franklin “Unpacking Culture”	Complete IDI Assessment
3	9/6-9/10	Delving deeper – Our Cultural Backgrounds		Personal Narrative pt.1 (Do <u>not</u> submit this for grading)
4	9/13-9/17	Group IDI Debrief		
5	9/20-9/24	Individual IDI Debrief [No Class]		
6	9/27-10/1	Individual IDI Debrief [No Class]		Reflection #2
7	10/4-10/8	The DIE Model and Perspective Taking (Understanding Difference)		
8	10/11-10/15	Equity, Equality, and Diversity – Empathizing across Difference	Podcast – Link on Brightspace & PDF	
9	10/18-10/22	Empathy and Asking Questions	“Invitational Rhetoric” – Littlejohn and Foss Podcast - “Ann Patchett on Novelists and the Sources of Empathy in Story” up to minute 9:50. OPTIONAL Empathy vs. Sympathy – Brown (video)	Reflection #3 (Interview Intercultural Mentors)
10	10/25-10/29			

		Cultural Difference in the Workplace/Organizational Culture		
11	11/1-11/5	Revisiting Narratives and Cultural Adaptation		
12	11/8-11/12	Self-Care and Managing Emotions		
13	11/15-11/19	Teamwork- Praxis		Cultural Dimensions - Reflection #4
14	11/22-11/26	Mini Project		
15	11/29-12/3	Mini Project		
16	12/6 – 12/10	DEAD WEEK (wrap-up/end of semester reflections)		Personal Narrative Journal Entries Reflection #5