

# **\*Class number and name of class \***

## **Instructor information:**

Course Instructor:

Office location:

E-mail:

Phone number:

## **Office hours:**

Time:

Location:

## **Course Description:**

This course is designed to help international graduate students in the Fulton Schools of Engineering successfully transition to the U.S. academic environment at ASU. The course provides essential guidance on navigating the U.S. educational system and learning about the ASU classroom experience, understanding cultural differences, and accessing ASU's academic and research resources. It aims to support students' academic, professional, and personal growth by equipping them with tools for success in the classroom and beyond. Participants will also have the opportunity to engage with the ASU community, connect with peers, and explore career advancement opportunities.

## **Successful Students**

- Turn in assignments on time
- Attend faculty open/office hours
- Refer to the academic calendar
- Keep all notes, assignments, and work produced for this course
- Read and understand this syllabus
- Regularly check ASU email and Canvas and respond as needed
- Read Announcements

## **Course Learning outcomes**

Through their participation in this course, students will:

- Apply critical thinking skills to various personal, academic, and professional problems;
- Build leadership skills to benefit academic journey at ASU and beyond;
- Articulate challenges faced with cultural and academic adjustment to ASU and the U.S.;
- Develop skills identified by [NACE](#) as being important for career readiness;

- Demonstrate the curiosity to become a lifelong learner for personal, academic and professional growth.

## **Course Structure**

The course employs dynamic online activities, collaborative learning and discussions, homework assignments, and projects. You will receive a letter grade for this course.

**Upon completion, students will receive a Certificate of Cultural Adjustment and the top 10 students will be awarded an all-expenses-paid trip to an exciting destination in Arizona!**

## **Materials**

- A planner or personal calendar
- Required readings are provided on Canvas
- Access to GSuite Applications using your ASU login/account
- Downloaded version of Microsoft PowerPoint (free)
- An activated ASU email account
- Web browser (Chrome preferred)
- Adobe Acrobat Reader (free)
- Reliable broadband internet connection (DSL or cable)

## **Course content delivery**

This is an online course but also involves some in-person elements. Course assignments may include attending events, engaging in hands-on activities, and building meaningful connections.

## **Communication**

To build a course climate that is comfortable for all, it is crucial that everyone in our class:

- Display respect for all members of the class – including the instructor and students
- Pay attention to and participate in all interactive student partner/instructor sessions and activities; and
- Observe the rules of appropriate in-class and online behavior. The instructor defines this term and includes keeping course discussions and communication with other students (or the instructor) focused on the assigned topics.
- Maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the things that can dramatically impact the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above

Your ASU e-mail account is an official means of communication among students, faculty, and staff. Students are expected to read and act upon e-mail in a timely fashion. Students are

responsible for missed messages and should check their ASU-assigned e-mail regularly. All instructor correspondence will be sent to your ASU e-mail account or posted to Canvas. Your ASU e-mail account AND Canvas Messaging are the official means of communication among students, faculty, and staff. I expect you to read and act upon e-mail and Canvas Messages promptly. Students are responsible for missed messages.

## COURSE POLICIES

### Attendance

Students' experience in this course is highly dependent on attending class sessions. Much of this course's learning happens due to classroom activities and group interaction.

Just like at your job, you will want to notify me before the class meets if you will be absent, arriving late, or leaving early.

More than two (2) unexplained absences may result in an 'E' (failing the course) on your transcript. More than three (3) absences of any kind may result in an 'E.'

To explain an absence if you miss class, you must:

- E-mail me within 24 hours and be honest.
- Provide your reason and include an examination/assessment of your priorities. Any reason will be accepted unless an in-class project, presentation, or other unique situation exists.

If you are not on time for class, you will receive absences proportional to your late frequency. The below may be adjusted based on how much class time was missed

Late #	Absence Deduction	Late #	Absence Deduction
1	No penalty	4	.5
2	0.25 absence	5	1 absence
3	0.25 absence		

If absent or late, talk with your classmates and obtain any missed information, assignments, and handouts. If additional help is needed, you are encouraged to attend my open hours and chat.

If you have a significant life issue such as an extended illness, family issue, injury, etc., you are encouraged to contact Student Advocacy in the Dean of Students Office:  
DeanofStudents@asu.edu.

If you stop coming to class, you will not automatically be withdrawn from the course. If your name appears on the roster at the end of the semester, but you have stopped coming to class, you will receive a grade that reflects all missed work.

Students who need to be absent from class due to the observance of a religious holiday (ACD 304- 04) or to participate in university-sanctioned activities (ACD 304-02) should work with their faculty member as far in advance of the holiday/obligation as possible. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances. This absence may apply toward a student's two allowable absences.

Students should plan ahead, make necessary schedule changes, and communicate with faculty per policy.

Students who participate in line-of-duty activities (ACD 304-11) shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty.

Students with flex attendance accommodations from the Disability Resource Center should discuss their options with their faculty members. Flex attendance does not waive students from the attendance policy for this course.

## **Work Submission**

Unless otherwise noted, all assignments should be submitted electronically in the specified format via Canvas. E-mail submissions will not be accepted. In the event of a Canvas failure, you may e-mail your work to "stop the clock," but you must submit it via Canvas as soon as possible. Corrupt files and blank files will not count as a submission. Please open files once submitted to ensure they are correct and working. Assignment due dates follow Arizona Standard Time. Note: Arizona does not observe daylight saving time.

## **Late or Missed Assignments**

Turn in all assignments by the due date in Canvas. Plan for last-minute emergencies, including computer issues. A student can receive a 1-time exception for a single assignment to turn it in up to 48 hours late for full credit. You are allotted one late assignment in this course; however, you may NOT use your late pass on the Final Essay. To earn credit for your late assignment, you must submit it within 48 hours of the due date/time AND message me with the name of the assignment for which you are using your late pass.

## **Classroom Disruption**

You may be asked to leave if you are disruptive in the classroom. If you are asked to leave, you will be marked absent for the date. Please note that unless otherwise instructed, we will not be using electronic devices during class time together, so please put your phones and other devices away at the start of class. Students wishing to use electronic translators should contact the class instructor to make arrangements for this use of technology. The goal of this policy is

engagement, so if a student needs this for communication with the instructor and classmates, it is acceptable.

## **Discussion**

We will be discussing sensitive and controversial issues. Our class discussions should be lively and challenging. I want everyone to feel safe in the discussion, even when we disagree; that means we conduct the discussion civilly and respectfully. As a group, we will not tolerate perceived attacks or disrespect. While I support free speech, you are not immune from the consequences of speech. Disrespect towards anyone in the classroom will result in a loss of points, dismissal from the classroom with an absence recorded, and/or a possible withdrawal from the course.

# ASSIGNMENTS AND GRADING

## **Assignments**

### Homework – 35%

Assigned work used to develop skills, techniques and approaches to leadership and other important skills. This includes reflections to weekly themes, a cultural exposure assignment, debate preparation, an interview reflection and other assignments as listed in Canvas.

### Group Project – 25%

Students will work in groups to create an orientation session that includes the most important topics they think new students should be introduced when beginning their studies at ASU.

Students will:

- Brainstorm possible topics,
- practice awareness through research, observations, and interviews, and collaborate.

You will answer the question: "What is the most challenging aspect that a new international student will encounter when coming to the U.S. and ASU? " The end product will be a 5-10 minute in class presentation that will provide tips and resources to overcome these challenges; your presentation will be collaborative, creative, and communicate your ideas clearly to the class.

### Final Essay – 15%

Students will prepare a 3-page final essay that applies course concepts, terms, and critical thinking skills learned in the course that are potentially useful in their life. The essay will identify what you have learned from focusing on them this semester and what you can do to improve these capabilities in the next few years.

### Participation – 25%

Discussion is not only encouraged but necessary to facilitate a fulfilling classroom experience. Your active participation in classroom discussions and activities is integral to your final grade. Participation is graded holistically. You can indicate to me that you are engaged and participating by:

- Preparing before class
- Speaking in class and/ or asking questions
- Contributing during group activities
- Completing all in-class activities
- Presenting examples and related ideas during discussions

## Extra Credit

TBD

## Grade Scale

Grades will be determined by the percentage you accumulate:

A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
E	<60

+/- May be awarded

- XE Failure due to Academic Dishonesty  
EU Failure Did Not Complete  
EN Failure Never Attended  
I Incomplete (at faculty discretion)

You should keep a copy of everything you hand in for your protection. You should keep your graded assignments until grades are finalized at the end of the semester if you wish to contest any grades.

## Grade Appeals

Students must first speak with the class instructor to discuss any disputed grades. If the student and instructor do not achieve a resolution after review, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university. Complete details are available in the ASU Grade Appeals policy.

## Syllabus Disclaimer

Read and understand this entire syllabus. Students are responsible for knowing the information in this syllabus whether they have read it or not. A course syllabus is an educational contract between the instructor and students. I will make every effort to avoid changing the course schedule. Still, the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to change the syllabus as deemed necessary. Students will be notified promptly of any syllabus changes via e-mail or in Canvas.

### University Policies

Please review the relevant university policies and resources for this course.

Refer to Canvas for specific instructions regarding all course assignments.

## COURSE OUTLINE

Date	Topic/Content	Homework
<b>Week 2</b>		
<b>Wed. Jan 22nd</b>	<b>Welcome / U.S. Education System</b>	
No in-person meeting	<b>Immigration (not- required)</b>	<b>Watch the video from drew</b>
	<b>Insurance (not- required)</b>	<b>Watch the video from the health insurance</b>
	<b>Financial Information (not- required)</b>	
	<b>Classroom Behavior (required)</b>	
	<b>Understanding the System (D)(required)</b>	Article: <a href="#">'How Different Cultures Understand Time'</a>
	<b>Communication with Instructors (D)(required)</b>	Article: <a href="#">Different Cultures See Deadlines Differently</a>
<b>Week 3 Jan 29th</b>	<b>Social Norms</b>	<b>In person assignment</b> - Students have to attend an ASU event that is not culturally focused
	<b>Cultural Differences/Adjustments</b>	

	<b>Connect with Domestic Students (required)</b>	<b>Article</b>
	<b>Small Talk (D)</b>	<b>Host a coffee and conversations about this- invite students to attend</b>
	<b>Social No-Nos (Staring, stalking, etc.)</b>	
	<b>US Foods (not- required)</b>	<b>Need a video</b>
	<b>Party Culture</b>	
	<b>Dating in the US</b>	
<b>Week 4 Feb 5th</b>	<b>Career Advancement</b>	<b>Alumni to teach?</b>
	<b>On-campus Employment</b>	
	<b>Path to OPT/H-1</b>	
	<b>Career related resources</b>	
	<b>Career related Clubs and Orgs.</b>	
	<b>Resume Review session</b>	
	<b>Interview Practice</b>	<b>Hmwk: career event OR show proof of signing up 1on 1 and then submit a cover letter and resume to a job they are interested in applying to</b>
<b>Week 5 Feb. 12th</b>	<b>ASU and Research Resources</b>	
	<b>ASU Innovation resources</b>	
	<b>Community Commons</b>	
	<b>Maker Space</b>	
	<b>Dream Scape</b>	
	<b>Research Resources</b>	
	<b>Doing research with a professor</b>	
	<b>Career Award</b>	
<b>Week 6 Feb. 19 th</b>	<b>Academics</b>	
	<b>Utilizing Academic Resources (D)</b>	
	<b>Group Projects Collaboration (D)</b>	
	<b>Academic Integrity Identity (D)</b>	



	<b>Tutoring Center</b>	
	<b>Academic Resources</b>	
<b>Week 7 Feb. 26th</b>	<b>Personal Well-Being</b>	
	<b>Mental Health</b>	
	<b>Dating</b>	
	<b>What to do in the community</b>	
	<b>Community Resources</b>	
	<b>General physical health and resources</b>	
<b>Week 8</b>	<b>Perfect Attendance/Field Trip</b>	
	<b>Lost Dutchman town - very west/ AZ history/ culturally rich experience</b>	
	<b>End of class certification</b>	