Instructor: Kelli Weed
Room: Southwick 407
Class time:
Monday/Wednesday 5:00-6:15
Monday/Wednesday 6:30-7:45
Email: kelli_weed@uml.edu

Course Description:
UMass Lowell Global Student Success Program has the intended purpose of providing its international students new to the University with specific resources, support, and programming to allow for successful transitions and acclimation into the University of Massachusetts and surrounding areas and communities. GSSP offers opportunities for students to explore and to learn more about the different aspects, demands, and expectations of University life, from academic, sociocultural, and behavioral perspectives.

Course Rationale:
The transition from high school or college in one's native country to a research university in the United States can be challenging. Classes are filled with other talented students, and the university faculty has high standards and expectations. This can be both stimulating and overwhelming. GSS, at the University of Massachusetts Lowell, takes a special interest in supporting students so that their years on campus are filled with academic and personal successes. Students are expected to uphold the highest ethical standards in their work, and to respect and to value the work of others through a commitment to academic integrity.

Course Aims:
This course will assist students in developing and enhancing skills needed for academic success (reading, writing, speaking, listening, thinking, inquiry, analysis, use of information technology, library skills, and time management), as well as strengthening their connections to the University, by engaging students in meaningful academic and non-academic in-class and out-of-class activities, to enhance their understanding of the accountability for their own education.

Course Objectives:
The course objectives correspond with academic, behavioral, and sociocultural components. By the conclusion of this course, students will be able to:

Academically:
- Understand and appreciate University of Massachusetts Lowell’s (UML) expectations and requirements for academic research/ Navigate the UML library and databases for research
- Understand and demonstrate the standards required for college writing at UML (plagiarism, citations, references, and APA formatting)
- Demonstrate the ability to interpret and comprehend UML faculty requirements and presentations
- Demonstrate sound verbal skills including the ability to make verbal presentations, and participate in class discussions
Behaviorally:
- Identify and promote key factors for student success at UML
- Display an understanding of the key positive behavioral requirements for students at UML
- Display the ability to proactively solve problems (e.g. intercultural, communication, interpersonal, bureaucratic)
- Demonstrate confidence in the management of a range of personal interactions and transitions
- Develop the ability to determine appropriate strategies for communicating with a diverse faculty

Culturally:
- Identify and reflect on cultural values and how they impact cultural behavior
- Understand and demonstrate proven solutions to intercultural problem solving
- Participate in a self–reflective process to determine how students’ own cultural background influences present participation at UML
- Identify potential barriers to intercultural communication and suggest alternative approaches
- Identify personal and cultural communication styles

Course Organization:
The main focus of the course is student engagement. A secondary focus is helping students gain an understanding of the academic expectations and requirements at UML. While taught by GSSP instructors, key UML personnel are integral in the delivery of this course. The course pedagogy includes lectures, presentations, small group work, individual self-reflection, field trips, class participation, and class activities.

Course Requirements:
**Attendance**: Students are required to attend class regularly and actively. More than two unexcused absences will result in failure of the class. Furthermore, tardiness will not be tolerated in this class. Class begins promptly at 5:00; for every two times a student arrives past this time, s/he will earn an absence. Only documented medical emergencies will be considered for an extension of this policy.

Please note: Non-completion of the GSS program would negatively impact a student's eligibility for CPT, and student will be charged a course fee for repeating failed course. Students should come to class fully prepared to discuss any assignments for that day and should participate in all class discussions and activities, asking questions and making observations as appropriate. No classwork can be made up due to absence. If you are absent on the day an assignment is due, you must still submit the assignment by the due date/time. Continued tardiness may also result in you being asked to withdraw from the course.

Useful Internet Resources:
- UML libraries: http://libweb.uml.edu/
- Purdue Online Writing Lab (APA Guidelines): http://owl.english.purdue.edu/owl/resource/560/01/
- Purdue Online Writing Lab (MLA Guidelines): https://owl.english.purdue.edu/owl/resource/747/01/

Students with Special Needs:
Students with documented special needs are responsible for making their needs known to the instructor by the end of the first week of class, or as documented. Students are responsible for seeking and arranging available assistance from the Office of Student Disability Services, University Crossing, 220 Pawtucket Street, Suite #300, Lowell, MA 01854-5144, Contact Us, 978-934-4574

Course Policies/Expectations
- Full participation in each class
- On-time completion of all assignments
- Cell phones turned OFF (NO EXCEPTIONS—you will be asked to LEAVE class and take a ZERO for any classwork assignments for the day if you fail to comply with this policy!)
- Sufficient outside time spent on the coursework to meet the course objectives
• Demonstrated effort toward excellence in class work
• Collaboration with classmates as appropriate
• **Respect for and consideration of classmates and guest speakers.**
• Enthusiasm toward self-reflection, professional growth, exploration, and change

**Academic Integrity:**
Students are expected to adhere to the University's policies for Academic Integrity. These can be accessed at [http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

Cheating and plagiarism are not acceptable and will not be condoned. Cheating and/or plagiarism will result in a failing grade for the assignment, and could result in a failing grade for the class, a permanent entry on your academic transcript, and/or suspension or expulsion.

**Course Assessments:**
- Participation/Classwork          25 %
- Reflection Papers (2)            30 %
- Oral Presentations (2)           30 %
- Participation in UML events/written reviews (1)  15 %

**Course Grades:**
Final grades for this course are given as Satisfactory (S) or Unsatisfactory (U). To pass the course, you must earn a minimum 80%. If you earn less than 80% by the end of the term, you will receive a “U” for the course and will have to retake the course again next semester.

Grades will be updated on Blackboard at least every few weeks. It is your responsibility to monitor your grades and your status in the course. If you see a grade that doesn't look correct, you must bring this to my attention as soon as possible.

Grade disputes must be discussed with the instructor PRIOR to the final class or the grade(s) stand as is.

**Course Assignments Overview:**
All work must be typed and submitted on time. Late work will not be accepted unless previously negotiated with instructor at LEAST 24 hours before the assignment is due. Only one extension may be granted per student per semester. NO EXCEPTIONS to these policies will be made—all of your work for the semester is described here in the syllabus and should be completed ahead of time in order to meet the specified due dates.

**Participation/Classwork (worth 25% of final grade):**
In class, we will do a variety of activities that include possible written work, work in the computer labs, group work/discussion, etc. Frequently, I will award credit to these activities based on both you being in class and completing the assignment/activity. This portion of your final grade is designed to encourage your diligent attendance and participation in class. Classwork assignments may NOT be made up due to absence or tardiness.

**Reflection Papers: (worth 30% of final grade):**
There are TWO reflection papers for this course. Reflection papers are a venue in which you can offer personal reflections to something we experience, something we see, or something we read. These papers should be a minimum of 2 pages. You may use first person ‘I’.

If you fail to turn in these papers by the specified due dates/times, you will automatically receive a zero for the assignment.

**Oral Presentations: (worth 30% of final grade):**
There are TWO oral presentations for this course. All presentations should incorporate PowerPoint slides. You may use note cards when you are speaking to the class, but you must do more than simply read prepared remarks.

Please Note: Once you are assigned a presentation date, you are fully expected to not only be prepared to present, but to show up for your presentation! If you fail to show up on your presentation date without discussing an extension with me first, you will receive an automatic zero for the assignment. Also, extensions on presentations will not be granted lightly!
Oral Presentation #1:
You are expected to prepare a presentation in which you share some personal and academic aspects of your life. Presentations should be approximately 5 minutes.
In your first presentation you should discuss the following:
- Introduce yourself to the class, tell about you personally (likes, dislikes, whatever makes you “you”)
- Tell about your family background, hometown, things/places that make home “home”
- Offer your personal and academic background as well as your current major
- Tell about 3 similarities and 3 differences between your culture and American culture that you have experienced since coming to UML
- Name 2 specific challenges you are facing since coming to UML and discuss them
* You will be assigned a specific class time depending on the amount of students in the course.
Your first/second oral presentation will be assessed using a rubric given to you by the professor.

Oral Presentation #2:
You are expected to prepare a presentation in which you discuss which of your current classes that impacted you the most. Presentations should be approximately 8-10 minutes. In your presentation you should discuss the following:
- The class that impacted you most
- Why that class impacted you
- How this impact has influenced your success/potential success at UML?
- How will you apply what you gained from that class to your future classes at UML?
Your second oral presentation will be assessed using a rubric posted by the professor.

UML Events and Written Review: (worth 15% of final grade):
During our semester together, you are expected to participate in at ONE activity or event offered at UML (not GSSP events). You may participate with your classmates, roommates, and peers; in fact, you are encouraged to do so. Following your participation in the UML sponsored activity or event, you will complete a 2-page review/reaction paper. This paper is separate and distinct from other written assignments you are completing for this class.
This 2-page paper should include: a) the context for the event, b) a description of the event, c) what part you played in the event, and d) how you enjoyed your participation. Potential activities will be announced throughout the semester. This paper can be submitted at any point in the semester up until the due date.

Tentative Class Schedule: Subject to Change

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<thead>
<tr>
<th>Welcome to Class!</th>
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<tbody>
<tr>
<td><strong>Monday 1/22/18</strong> - Introductions/Course overview, who are you?</td>
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<td><strong>Wednesday 1/24/18</strong> - Review syllabus/assignments/expectation/what to expect your first year</td>
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<td><strong>Monday 1/29/18</strong> - MLA/APA/Plagiarism</td>
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<td><strong>Wednesday 1/31/18</strong> - Identify student questions – Time management &amp; study skills/strategies</td>
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<td><strong>Monday 2/5/18</strong> - Mary Barrett - DOCE</td>
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<td><strong>Wednesday 2/7/18</strong> - ISSO guest speaker</td>
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<td><strong>Monday 2/12/18 &amp; Wednesday 2/14/18</strong> - Discuss academic disciplines, the role of research at UML, explore the components of a scholarly journal/article &amp; ethical considerations/academic honesty</td>
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<tr>
<td>Date</td>
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<tr>
<td>Monday 2/19/18</td>
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<td>Wednesday 2/21/18</td>
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<td>Monday 2/26/18</td>
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<td>Wednesday 2/28/18</td>
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| Monday 3/5/18 | - Drug, Alcohol, College Life Discussion  
Discuss ‘Homesickness’ and ‘Friendsickness’, The Family Educational Rights and Privacy Act (FERPA), Bloom's Mode of Parental/Adolescent Separation, and ways to ask for help – recognizing it's OKAY to ask! |
| Wednesday 3/7/18 | Health Services overview  
Due: Reflection Paper #1                                                                                                                                                                                    |
| 3/12/18 - 3/18/18 | SPRING BREAK                                                                                                                                                                                                    |
| Monday 3/19/18 | - Bring laptops for Mid-Semester IN CLASS Assignment                                                                                                                                                           |
| Wednesday 3/21/18 | Discuss The Social Network assignment & preview critical review of The Social Network assignment                                                                                                                                 |
| Monday 3/26/18 & Wednesday 3/28/18 | - Watch “The Social Network”  
Monday 4/2/18 | - Discuss critical review of The Social Network                                                                                                                                                               |
| Wednesday 4/4/18 | Review critical review of The Social Network:  
Write The Social Network assignment in class…Bring laptops to class                                                                                                                                                   |
| Monday 4/9/18 | - NY Times article: Freedom, independence, social media                                                                                                                                                        |
| Wednesday 4/11/18 | - Discuss forming an analytical argument, MLA Citations & Easybib.com  
**Due Reflection paper #2                                                                                                                                                                                    |
| Monday 4/16/18 * No Class* |                                                                                                                                                                                                               |
| Wednesday 4/18/18 | - Library visit                                                                                                                                                                                                  |
| Monday 4/23/18 *Tsongas visit* |                                                                                                                                                                                                                 |
| Wednesday 4/25/18 | In class writing assignment about Tsongas trip  
**Due UML Event review                                                                                                                                                                                            |
| Monday 4/30/18 | Oral Presentation #2 will be given by ALL students                                                                                                                                                              |
| Wednesday: 5/2/18 | Oral Presentation #2 will be given by ALL students                                                                                                                                                              |