Online Course Syllabus
IS610 Special Topics – Global Education – Exploring the UAE
3 Credit Hours
Fall II 2021

Course Introduction

Instructor:	
Office and Hours:	
Phone:	This information will be included in the first week announcement.
E-mail:	
Course Website:	

Official Course Description: This interdisciplinary course examines the fields of psychology, education, advanced technologies, and mental health in the United Arab Emirates. Throughout the course, students will examine how these fields are integrated into diverse United Arab Emirates educational and professional contexts. By completing course assignments and in-country activities, students will explore global awareness and examine their goals of becoming culturally competent practitioners. Emphasis will also be placed on the importance of service-learning and global education. During the in-country travel, students will be immersed in a variety of excursions including visits to Expo 2020; primary, secondary, and higher education settings; mental health organizations; autism and counseling centers. Students will also engage in cultural excursions that include visits to museums, cultural centers, and historical sites and attractions such as a Safari Desert Park Experience, the Mall of the Emirates, and the Dubai Fountain.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Diversity
Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

By the end of this course, students will be able to…
- CLO1: Demonstrate knowledge of the worldview of the local culture within the context of psychology.
    - MLO1: Describe how educational psychology theories are viewed in the United Arab Emirates.
    - MLO2: Explain cultural differences found between United States and the United Arab Emirates.
    - MLO3: Identify social and community norms found in the United Arab Emirates.
- CLO2: Analyze differences between host culture and own culture.
    - MLO4: Compare and contrast cultural, social, educational, organizational, and technological differences found between the United States and United Arab Emirates.
    - MLO5: Examine community services provided in the United Arab Emirates.
    - MLO6: Analyze culturally appropriate interactions and behaviors.
- CLO3: Examine global perspective in relation to their professional and academic goals.
    - MLO7: Discuss the importance of global awareness and its impact on one's professional, academic, and personal goals.
    - MLO8: Evaluate cultural understanding of diverse political, cultural, and social events and contexts.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
    - MLO9: Describe the impact of in-country experiences on personal, professional, and academic growth.
    - MLO10: Examine the importance of service-learning in international contexts.
    - MLO11: Identify how knowledge was developed to create a global to local frame of reference during student abroad experiences.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

By the end of this course, students will be able to…

- CLO5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
  - MLO12: Examine current professional perspective and how it will evolve through the course and in-country experiences.
  - MLO13: Explain how international experiences impact one's own cultural behaviors and interactions.
  - MLO14: Explain how development of cultural competence enhances professional practices.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
  - MLO15: Prepare in advance for in-country activities.
  - MLO16: Identify potential biases that may impact feelings of comfort while abroad.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
  - MLO17: Engage in all in-country service-learning activities.
  - MLO18: Demonstrate culturally appropriate behaviors while in-country.
  - MLO19: Engage in appropriate professional comportment behaviors in all course and in-country interactions.
- CLO8: Demonstrate ability to be self-reliant in a non-classroom environment.
  - MLO20: Attend all required pre-travel meetings.
  - MLO21: Complete all required course activities.
  - MLO22: Accept constructive feedback from peers, instructors, and hosts as an opportunity for academic and professional growth and development.

Required and Optional Texts and Electronic Reserves

Required Readings

The Chicago School of Professional Psychology
- Know Before You Go- Pre-Departure Guide to International Programs.
- Pre-Departure Orientation – Health & Safety
- TCSPP - International Travel Registration

Al-Darmaki, F. & Yaaqeib. S. I. (2015). Psychology and mental health services in the United Arab Emirates. *American Psychological Association.* https://www.apa.org/international/pi/2015/06/psychology-arab

Alborno, N. E. (2017). The "yes ... but" dilemma: implementing inclusive education in Emirati primary schools. *British Journal of Special Education*, *44*(1), 26–45.

Al-qirim, N. (2016). Smart board technology success in tertiary institutions: The case of the UAE university. *Education and Information Technologies, 21*(2), 265-281

Baidas, A. (2012). Interview: Psychology in the Arab world. *The British Psychological Society*. https://thepsychologist.bps.org.uk/volume-25/edition-6/interview-psychology-arab-world

Bashir-Ali, K. (2011). Socio-cultural theory and its place in the development of the teacher education program at the higher colleges of technology. *Education, Business and Society: Contemporary Middle Eastern Issues, 4*(2), 106-113.

Baker, D. B., & Sperry, H. (n.d.). *The history of psychology.* https://nobaproject.com/modules/history-of-psychology

Dubai Women's Establishment & PwC. (2018). The Power of Choice: Insights into Women's Employment Decisions and Societal Perspectives in the UAE. https://dwe.gov.ae/en/publications/power-choice-dwe-pwc

Green, K. & Smith, D. (2007). Change and continuity: Child-birth and parenting across three generations of women in the United Arab Emirates. *Journal of Child: Care, Health and Development, 33, (3),* 266-274.

Hathorn, C., & Dillon, A. M. (2018). Action research as professional development: Its role in education reform in the United Arab Emirates. *Issues in Educational Research, 28*(1), 99-119.

Litz, D., & Scott, S. (2017). Transformational leadership in the educational system of the United Arab Emirates. *Educational Management Administration & Leadership*, *45*(4), 566–587. https://doi.org/10.1177/1741143216636112

Matherly, L., Amin, N., & Al Nahyan, S. (2017). The impact of generation and socioeconomic status on the value of higher education in the UAE: A longitudinal study, *International Journal of Educational Development, 55* 1-10, https://doi.org/10.1016/j.ijedudev.2017.04.002

Moussa, M. B., & Seraphim, J. (2017). Digital gender divides and e-empowerment in the UAE: A critical perspective*. International Journal of Education and Development using Information and Communication Technology, 13*(3), 145-161.

North-South Centre of the Council of Europe (2012). *Global education guidelines: A handbook for educators to understand and implement global*. education. https://rm.coe.int/168070eb85

Pennington, A. (2016). UAE mental health specialists in demand as stigma erodes. https://www.thenational.ae/uae/uae-mental-health-specialists-in-demand-as-stigma-erodes-1.221916

The National (2020). *Abu Dhabi government invests in five children's learning tools of the future*. https://www.thenational.ae/uae/education/abu-dhabi-government-invests-in-five-children-s-learning-tools-of-the-future-1.1047071

Tzeferakos, G. A., & Douzenis, A. I. (2017). Islam, mental health and law: A general overview. *Annals of General Psychiatry, 16*.

Walker Palmer, B. M. (2015). Understanding cultural conflict in EFL classrooms in the UAE. *Eurasian Journal of Applied Linguistics, 1*(2), 77-95.

Weblinks/Videos

Dubai Women Establishment. (2019). Global women's forum Dubai 2020 to explore the power of influence.

Expo 2020 Dubai UAE (n.d.). *Connecting minds, creating the future.* https://www.expo2020dubai.com/en/discover/themes

Euronews (2018, September 21). *UAE Minister talks plans to build a "Silicon Valley" of food technology* [Video]. https://www.youtube.com/watch?v=Fh4jNw68olU

Government of Abu Dhabi. (n.d.). *Aub Dhabi Early Childhood Authority.* https://eca.gov.ae/ar-ae/

History of the Emirates (2019). https://historyoftheemirates.com/en/the-series-international/

Lest We Forget (2017, March 2). Cultural pieces about UAE history and 3 generations [Video]. https://www.youtube.com/watch?v=RpaxaHX-S20

National Center for Education Statistics (n.d.). Trends in international mathematics and science study. https://nces.ed.gov/timss/

NewStatesman (2020). *The future of edteach: How Abu Dhabi is leading the way*. https://www.newstatesman.com/2020/07/future-edtech-how-abu-dhabi-leading-way

OECD. (n.d.). *PISA*. https://www.oecd.org/pisa/

PWC (n.d.). *Education* sector in UAE: Understanding the Middle East education. https://www.pwc.com/m1/en/industries/education/education-country-profile-united-arab-emirates.html

Teach and Explore (2018, November 21). *Teaching in the UAE in Emirates national schools. Hear from the teachers* [Video]. https://www.youtube.com/watch?time_continue=163&v=M1ViuBRQPx0&feature=emb_logo

Ted Talk (2016, August 17). *3 lessons on success from an Arab businesswoman* [Video]. *https://www.youtube.com/watch?v=b28brIs1OmM*

Western Centre for Research & Education on Violence Against Women & Children. (n.d.). *Cultural competence self-assessment checklist.* http://rapworkers.com/wp-content/uploads/2017/08/cultural-competence-selfassessment-checklist-1.pdf

Widad Center (n.d.). *Overview.* https://www.widadeducation.com/

Zaatari, S. (2017). List of UAE charities*. Gulf News. https://gulfnews.com/lifestyle/community/list-of-uae-charities-1.1962047*

Optional but Recommended Texts and Readings

Green (2012). *History of psychology podcasts*. http://www.yorku.ca/christo/podcasts/

Course Schedule, Assignments, and Grading

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 1	**Review the TCSPP Study Abroad Pre-Departure Handbook** "What to Know Before You Go" **Review the Helpful Link for CDC travel information.** - Centers for Disease Control – Traveler's Health History of the Emirates (2019). Taming the Desert: Episode 1. https://historyoftheemirates.com/en/the-series-international/ Lest We Forget (2017, March 2). *Cultural pieces about UAE history and 3 generations* [Video]. https://www.youtube.com/watch?v=RpaxaHX-S20 North-South Centre of the Council of Europe (2012). *Global education guidelines: A handbook for educators to*	UNIT 1 **Introduction and Travel Preparation** **Cultural Competence**	**CLO's Addressed:** CLO1 CLO3 CLO4 CLO5 CLO6 **MLO's Addressed:** MLO2 MLO3, MLO11 MLO14 MLO15	**Introduce Yourself (Required for Attendance Purposes)** Post an introduction sharing your background, program of study, and prior international experiences. Also, share why you enrolled in this study abroad program and what you are looking forward to most in our in-country experiences. Initial Post due Wednesday, 11:59pm, CST, of the first week of class. **Complete *Pre*-Survey: Global Perspectives Inventory (GPI):** Login information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST **Unit 1: Self-Assessment of Cultural Competence** This assessment has no wrong or right answers and is purely for you to reflect on your own beliefs about culture. Complete the self-assessment by downloading the document, saving it as a PDF, and then putting check marks in the relevant columns. Submit this completed PDF to the assignment area plus a one-page, double-spaced, written assessment in which you reflect on your own cultural competence. In your reflection, you will need to share an overview of how you hope to grow or develop during this study abroad class and in the future. Cultural Competence Self-Assessment Checklist	Mandatory for attendance. CR/NC, 10 points 20 points awarded if completed by due date. No points awarded if not completed by due date.

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	understand and implement global. education. https://rm.coe.int/168070eb85 Western Centre for Research & Education on Violence Against Women & Children. (n.d.). *Cultural competence self-assessment checklist.* http://rapworkers.com/wp-content/uploads/2017/08/cultural-competence-selfassessment-checklist-1.pdf	UNIT 2 **Global Education**	**CLO's Addressed:** CLO2 CLO3 CLO5 **MLO's Addressed:** MLO6 MLO7 MLO12 MLO13	**Unit 2 Discussion: Global Education** Read the article *Global education guidelines: A handbook for educators to understand and implement global education (2012)* and then create a word cloud from the listed definitions on pages 10-13 describing global education. Examine your word cloud to see what terms jump out repeatedly and discuss how these definitions provide a worldview on this topic. Next, share your word cloud and a response that addresses the below questions: • Would you agree with these definitions and leading words, or do you have different terms you would use to define global education? • Is having one specific definition of global education a do-able or even necessary process? https://www.wikihow.com/Create-a-Wordle https://www.wordclouds.com/ In your follow-up responses, you will need to compare and contrast your own findings and terms with those provided by your peers. Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 2	Students are required to complete the International Travel Registration one month prior to travel: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Al-Darmaki, F. & Yaaqeib. S. I. (2015). Psychology and mental health services in the United Arab Emirates. *American Psychological Association.* https://www.apa.org/international/pi/2015/06/psychology-arab Baidas, A. (2012). Interview: Psychology in the Arab world. *The British Psychological Society.* https://thepsychologist.bps.org.uk/volume-25/edition-6/interview-psychology-arab-world Baker, D. B., & Sperry, H. (n.d.). *The history of psychology.* https://nobaproject.com/modules/history-of-psychology Pennington, A. (2016). UAE mental health specialists in demand as stigma erodes. https://www.thenational.ae/uae-uae-mental-health-specialists-in-demand-as-stigma-erodes-1.221916 **Optional** Green (2012). *History of psychology podcasts.* http://www.yorku.ca/christo/podcasts/ Tzeferakos, G. A., & Douzenis, A. I. (2017). Islam, mental health and law: A general	UNIT 3 **UAE and US Mental Health Overviews**	**CLO's Addressed:** CLO1 CLO02 CLO8 **MLO's Addressed:** MLO1 MLO2 MLO3 MLO5 MLO20 MLO21 MLO22	**Pre-Departure Orientation: REQUIRED ATTENDANCE** Zoom information will be provided via a course announcement and email. This meeting will focus on the course and an overview of UAE **Complete International Travel Registration:** https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST **Unit 3 Discussion: Mental Health and Wellness** The assigned articles for this week describe the growth of acceptance and use of counseling services in the UAE over the last decade. Compare and contrast the historical growth and use of mental health practitioners in the US and the UAE. Are the trajectories similar or were there different paths or world situations that led to the expansions of the field? After completing the course readings and reflecting on the above discussion prompts, select an online Venn Diagram platform to create a comparison of the historical growth and use of mental health practitioners in the US and the UAE. Your Venn Diagram will provide a visual representation as to if the trajectories are similar or different. Once you complete your Venn Diagram, you will post it to the Unit 3 Discussion forum. Possible Venn Diagram platforms that you may consider using for this assignment include: • Canva • Creately • Gliffy Compare and contrast your own Venn Diagram with your peers. What are some of the shared findings found among our class? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	20 points if you attend, 0 points if you do not attend. Mandatory for travel. Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	overview. *Annals of General Psychiatry, 16*.	UNIT 4 **UAE Culture**	**CLO's Addressed:** CLO3 CLO4 CLO5 CLO7 **MLO's Addressed:** MLO7 MLO8 MLO11 MLO13	**Unit 4 Blog: UAE and US Comparisons** A large component of this course will be focused on creating a blog about the UAE. You will complete one individual blog post about a topic related to your own field of study. During your time abroad, you will also connect with graduate students at ADSM in the UAE to learn more about their university experiences and background. You will incorporate this information into a final course blog posting. Those students will be virtually introduced to you prior to arriving to the country, and you will meet them and have a chance to further connect in-country. For your first blog post, you will need to research a topic within your own field of study and how that is perceived or approached in the UAE. Outline what the post will be by using the 5Ws (Who, What, Where, When, and Why) format in a two-plus page, double-spaced, document. You must show evidence of having researched the topic within the UAE context and provide references to support your ideas. You will post your document into your preferred blog platform. In your blog post, you should also include appropriate visuals to support your thoughts and perceptions of the course content. Possible blog platforms for this assignment include: Blogger WordPress Typepad	Blog Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 3	Al-qirim, N. (2016). Smart board technology success in tertiary institutions: The case of the UAE university. *Education and Information Technologies, 21*(2), 265-281. Bashir-Ali, K. (2011). Socio-cultural theory and its place in the development of the teacher education program at the higher colleges of technology. *Education, Business and Society: Contemporary Middle Eastern Issues, 4*(2), 106-113. Government of Abu Dhabi. (n.d.). *Abu Dhabi Early Childhood Authority.* https://eca.gov.ae/ar-ae/ History of the Emirates (2019). Mastering the Ocean, Episode 2. https://historyoftheemirates.com/en/the-series-international/ Litz, D., & Scott, S. (2017). Transformational leadership in the educational system of the United Arab Emirates. *Educational Management*	UNIT 5 **Educational Technology**	**CLO's Addressed:** CLO1 CLO2 CLO3 CLO8 **MLO's Addressed:** MLO1 MLO4 MLO7 MLO22	**Unit 5 Discussion: Educational Technology** The UAE is known for high technology usage and a focus on looking toward the future, which includes ensuring education is helping foster this focus. Review the lists of schools and the articles assigned this week that discuss the new technology start-ups that are being developed in the country. Choose one of the programs mentioned or another one listed specifically on a UAE school site. Then, create and share a presentation about how the program can help international schools. Discuss the usage in multi-cultural environments, access for all, and how the UAE is working to close the technology gap. The presentation should be created in PowerPoint, and you will use Zoom to record yourself presenting the information outlined in your slides. Next, you will submit your recorded presentation to the discussion forum. Your presentation should be 8-10 minutes in length and contain between 7-10 PowerPoint slides. You must record your presentation in Zoom and not just via audio in PowerPoint. Provide feedback to your peers about their chosen program and presentation in terms of how well the information was shared. Use a 2+2 approach by listing two positives and two areas of improvement for their presentation. Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	Discussion Rubric, 20 points

Administration & Leadership, *45*(4), 566–587. https://doi.org/10.1177/1741143216636112 National Center for Education Statistics (n.d.). Trends in international mathematics and science study. https://nces.ed.gov/timss/ NewStatesman (2020). *The future of edteach: How Abu Dhabi is leading the way*. https://www.newstatesman.com/2020/07/future-edtech-how-abu-dhabi-leading-way OECD. (n.d.). *PISA*. https://www.oecd.org/pisa/ PWC (n.d.). *Education* sector in UAE: Understanding the Middle East education. https://www.pwc.com/m1/en/industries/education/education-country-profile-united-arab-emirates.html Teach and Explore (2018, November 21). *Teaching in the UAE in Emirates national schools. Hear from the teachers* [Video]. https://www.youtube.com/watch?time_continue=163&v=M1ViuBRQPx0&feature=emb_logo The National (2020). *Abu Dhabi government invests in five children's learning tools of the future*. https://www.thenational.ae/uae/education/abu-dhabi-government-invests-in-five-children-s-learning-tools-of-the-future-1.1047071	UNIT 6 **Student Test Data**	**CLO's Addressed:** **CLO1** **CLO2** **MLO's Addressed:** MLO1 MLO2 MLO3 MLO4 MLO5	**Unit 5 Written Assignment: Student Data** Review the PWC overview of education in the UAE including the PISA rankings and TIMSS scores. How do the United States and UAE compare in their rankings? What social, cultural, and environmental factors need to be taken into consideration when we examine international student test data? Is it accurate or even ethical to compare data in this way? Write a 3-4 page, double-spaced, paper using appropriate APA formatting and citations to support and justify your position on this topic. Due no later than Sunday, 11:59pm, CST	Written Assignment Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 4	Dubai Women's Establishment & PwC. (2018). The Power of Choice: Insights into Women's Employment Decisions and Societal Perspectives in the UAE. https://dwe.gov.ae/en/publications/power-choice-dwe-pwc Dubai Women Establishment. (2019). Global women's forum Dubai 2020 to explore the power of influence. https://dwe.gov.ae/en/media-center/global-womens-forum-dubai-2020-explore-power-influence Green, K. & Smith, D. (2007). Change and continuity: Child-birth and parenting across three generations of women in the United Arab Emirates. *Journal of Child: Care, Health and Development, 33, (3), 266-274.* Matherly, L., Amin, N., Nahyan, S. (2017). The impact of generation and socioeconomic status on the value of higher education in the UAE: A longitudinal study, *International Journal of Educational Development, 55*, 1-10, https://doi.org/10.1016/j.ijedudev.2017.04.002	UNIT 7 **Gender in the Arab World**	**CLO's Addressed:** CLO1 CLO2 CLO4 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO2 MLO3 MLO6 MLO11 MLO15 MLO22	**Unit 7 Discussion: Gender Perceptions** Emirati women have been a strong part of the UAE's upward development across the last 40 years. Women in the UAE surpass their peers in other Arab states along with the United Nations Development Program's (UNDP) gender inequality indicators and are heading towards equality to women in very high Human Development Index countries (Power of Choice, 2018). The UAE also ranked 42nd out of 188 countries on indicators that impact women: economic, health, and education. After reviewing the Power of Choice study that examined Emirati attitudes toward women in the workplace, create a brief list of interview questions about the topic. Your list will need to include between 5-7 possible interview questions. Then, interview a woman (60 years or older) using your interview questions in order to gather her views on the topic but from a different worldview. This could be a family member, colleague, or someone relatively unknown to you. At the onset of your recorded interview, you will need to obtain informal verbal consent from your interviewee to post the recording to our course site. The interview should be video or audio recorded and not longer than 20 minutes in length. You will post your video in the discussion forum, and you will share an overview of your interview questions and include a general summary of what your interviewee shared. Make sure to describe the demographics of your interviewee (not the name) in order to provide context for your findings. Compare your interview with those of your peers and then to the UAE article. How similar or dissimilar were everyone's findings? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		UNIT 8 **Gender and the Workplace in the UAE**	**CLO's Addressed:** CLO2 CLO4 CLO5 **MLO's Addressed:** MLO4 MLO11 MLO14. MLO15	**Unit 8 Written Assignment: Gender in the Workplace** Share the video or audio recording of your interview in the assignment submission link, and then provide a written overview of the interview to include the following components. • Brief demographic overview of the interviewee • Interview questions • Summary of your findings • Comparison of the findings of your US interviewee to the information you read about in the course resources focused on UAE women This should be submitted as a 3-4 page, double spaced, paper using APA style as appropriate. Due no later than Sunday, 11:59pm, CST	Written Assignment Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 5	Euronews (2018, September 21). *UAE Minister talks plans to build a "Silicon Valley" of food technology* [Video]. https://www.youtube.com/watch?v=Fh4jNw68olU Expo 2020 Dubai UAE (n.d.). *Connecting minds, creating the future.* https://www.expo2020dubai.com/en/discover/themes History of the Emirates (2019). Rise of the Super Cities, Episode 3. https://historyoftheemirates.com/en/the-series-international/	UNIT 9 **Expo 2020**	**CLO's Addressed:** CLO3 CLO4 CLO5 CLO8 **MLO's Addressed:** MLO7 MLO8 MLO9 MLO12 MLO13 MLO15 MLO20 MLO21	**Pre-Departure Orientation 2 – REQUIRED ATTENDANCE** Zoom information will be provided via a course announcement and email. This meeting will include an overview of health and safety information. **Unit 9 Discussion: Expo 2020** **"Connecting Minds, Creating the Future** Expo 2020 Dubai theme: We aim to build partnerships and inspire ideas that will forge the world of tomorrow Sub themes: Opportunity, Mobility and Sustainability" https://www.expo2020dubai.com/en/discover/themes Above are the primary themes for Expo 2020(21) which seem extremely fitting for our study abroad work and our collaboration with the ADSM students. Review the many pavilions that have been built at Expo and choose two that excite you the most. Identify how the pavilion/country is interpreting one of the three subthemes and plans to showcase it. How does this connect to your own beliefs about our global world? Next, look back at the world cloud you made in Module 1. How do those primary terms fit with the ideas you are finding at Expo? Do you find Expo to be an example of global education? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	20 points if you attend, 0 points if you do not attend Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		UNIT 10 UAE Higher Education	**CLO's Addressed:** CLO5 CLO6 CLO7 CLO8 **MLO's Addressed:** MLO12 MLO15 MLO14 MLO18 MLO19 MLO20	**Unit 10: ADSM Meeting** A Zoom meeting will be held with graduate students attending the Abu Dhabi School of Management (ADSM) in the UAE. You will each provide a 3-minute introduction of yourself that includes your program of study, current work and career goals, and primary research interests. This brief overview will be submitted to the shared document with the UAE students so both groups have access to the written introductions as well as hearing each other in the call. Please include your full contact information. You will be connecting with one of the UAE students to learn further about their university experiences and background and incorporate this information into your final course blog. Following the Zoom meeting, you will need to identify one ADSM student who has similar interests to your own. You will contact the ADSM student and request to connect during our visit to the Expo pavilions. Use the online signup to request an ADSM student to partner with at Expo 2020. https://www.signupgenius.com/ During our in-country visit to Expo2020, we will meet with the ADSM students at Expo. You and your assigned partner will visit your chosen pavilion and take videos or interview stakeholders there as well as gather relevant information. Within two weeks after the visit, you will be expected to submit your final blog post to include the recorded information and findings. You will submit documentation (email/video link/screen shot) of your coordinated efforts to work with the UAE peer in the assignment drop box. Due no later than Sunday, 11:59pm, CST	20 points if you attend, 0 points if you do not attend.

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 6	*Alborno, N. E. (2017).* The "yes ... but" dilemma: implementing inclusive education in Emirati primary schools*. British Journal of Special Education, 44(1), 26–45.* Hathorn, C., & Dillon, A. M. (2018). Action research as professional development: Its role in education reform in the united Arab emirates. *Issues in Educational Research, 28(1),* 99-119. Moussa, M. B., & Seraphim, J. (2017). Digital gender divides and e-empowerment in the UAE: A critical perspective*. International Journal of Education and Development using Information and Communication Technology, 13*(3), 145-161. Ted Talk (2016, August 17). *3 lessons on success from an Arab businesswoman* [Video].	**UNIT 11 Service-Learning**	**CLO's Addressed:** CLO2 CLO4 CLO5 CLO6 CLO8 **MLO's Addressed:** MLO4 MLO5 MLO9 MLO10 MLO12 MLO16 MLO21	**Unit 11 Discussion: Widad Center** Service-learning is an essential component of study abroad experiences. During service-learning activities, students have the opportunity to connect knowledge to community settings. Through these experiences, students are able to experience academic, personal, and professional growth. To prepare for our upcoming service-learning activities at the Widad Center, you will need to provide a video or audio response to each to the below questions. • After reviewing the Widad Center website, provide an overview of your thoughts of this organization and the services that they provide? • How might the Widad Center approaches differ from similar organizations found in the United States? • How might this service-learning experience relate to our course objectives? • Why do you think that service-learning is important for enhancing student knowledge? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST	Discussion Rubric, 20 points

			Unit 11 Group Presentation: Service-Learning	Group Presentation Rubric, 50 points
https://www.youtube.com/watch?v=b28brls1OmM Walker Palmer, B. M. (2015). Understanding cultural conflict in EFL classrooms in the UAE. *Eurasian Journal of Applied Linguistics, 1*(2), 77-95. Widad Center (n.d.). *Overview.* https://www.widadeducation.com/ Zaatari, S. (2017). List of UAE charities. *Gulf News.* https://gulfnews.com/lifestyle/community/list-of-uae-charities-1.1962047	**UNIT 12 Service-Learning**	**CLO's Addressed:** CLO2 CLO4 CLO5 CLO6 CLO7 **MLO's Addressed:** MLO4 MLO5 MLO9 MLO10 MLO12 MLO16 MLO17 MLO21	For our service-learning project, we will be visiting the Widad Center in Dubai. This is a special needs center offering learning and therapeutic services to a range of international and Emirati students. https://www.widadeducation.com/ For our service-learning activity, we will be providing professional development training to the teachers and counselors employed at the Widad Center. For this assignment, you will be partnering with peers within our course. Your group will need to choose one of the listed topics to present about for this assignment. The presentations should be approximately 30 minutes in length and contain the below format. • 10 minute overview of the topic (you may use Sway, PowerPoint, or another program as long as it is clear and focused) • 10 minute hands-on activity • 10 minute discussion and answer session When you are completing this assignment, you should remember to teach the way we know is optimum with applied and active strategies. Do aim to introduce one technology program or idea within your presentation. Below are appropriate topics that you can focus on in your presentation. Speech Therapy: • Delayed Speech and Language • Autism Spectrum Disorder • Learning Difficulties • Stuttering • Apraxia of Speech • Social Language Skills • Attention and Listening Difficulties • Cleft Palate • Parent/Caregiver Education and School Readiness Occupational Therapy • Poor sensory regulation and organization • Delayed gross and/or fine motor skills • Poor pre-writing and handwriting skills • Difficulty with motor planning and sequencing activities • Delayed or limited repertoire of play skills	

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				• Poor oral-motor control for feeding (sucking, chewing, swallowing) • Delayed or limited self-care skills (i.e., managing clothing fastenings, self-feeding, preparing a simple snack, managing money) • Limited social skills or behavioral-adaptive skills (i.e., coping skills, establishing friendships, cooperative play with peers) Behavior Modification: • Systematic teaching of social skills • Social problem solving • Decreasing undesirable behavior • Developing close friendship • Focuses on academic performance, classroom behavior and peer relationship • Behavioral and developmental approach is used Submit your group presentation to the assignment submission link. Due no later than Sunday, 11:59pm, CST	
Module 7		**UNIT 13** **Travel Abroad Schedule and Expectations**	**CLO's Addressed:** Addresses all CLOs **MLO's Addressed:** Addresses all MLOs	**Unit 13 Discussion: Cultural Competence** **This discussion will take place during in-country debriefing sessions.** While in-country, we will hold debriefing sessions each day. During these sessions, we will engage in a robust discussion about the below topics. • What are your reactions and thoughts about your experiences in the UAE? • How have these experiences impacted your global mindset? • How has the course and in-country experiences impacted your goals in becoming a culturally competent practitioner? • How will your study abroad experiences support your academic, professional, and personal goals? • How did you previously interact in situations where cultural dissonance occurred? • How have your interactional approaches differed as a result of our in-country experiences?	Discussion Rubric, 20 points

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		UNIT 14 Travel Abroad Schedule and Expectations	**CLO's Addressed:** Addresses all CLOs **MLO's Addressed:** Addresses all MLOs	**Complete *Post*-Survey: Global Perspectives Inventory (GPI):** log information will be sent to you via email. Due one-week post travel **In-Country Attendance & Engagement** **Professional Comportment** **Unit 14 Capstone Assignment Project: Expo Blog (160 points).** In Module 5, you connected virtually with one of the ADSM UAE graduate students to discuss the collaborative work for the blog post focused on one of the Expo pavilions. You met with an ADSM student onsite and visited Expo together and were asked to create videos and interviews etc. as a means of gathering materials for your capstone blog post. For the final assignment, you will create a post using multiple forms of media to describe your chosen pavilion. The blog post should include descriptive information and how the pavilion is addressing one of the three sub-goals of Expo. How does your post fit within the larger, overarching goal of Expo which is Connecting Minds, Creating the Future? Remember to take cultural aspects into consideration as this will be public facing. You will be assessed on quality and variety of post, depth of ideas in terms of the themes, and incorporation of appropriate multimedia materials. Due 2 weeks post travel.	20 points if completed on time, 0 if late. Rubric, 200 points Rubric, 80 points. Capstone Rubric, 160 points

Appendix A – Tentative Itinerary

Students who need ADA assistance should review the information and resources at Accessibility Accommodations Please fill out the ADA Abroad Form and email it to accommodations@thechicagoschool.edu

Date	Activity / Note for Exertion Level	Location
Day 1 Fall 1 2021 term December 7th	• Upon arrival at the Dubai Airport, you will proceed through immigration and baggage collection and will be met by a member of the airport representatives in the arrival hall who will be holding a paging board with your group name on it. You will then be provided your welcome pack which details your itinerary for the week and be escorted to your arrival airport transfer. • Dubai Airport is just 15 – 30 minutes from all key areas of Dubai, so the transfer will be a short yet enjoyable one. Take in the sights of the Dubai Skyline as you journey to your hotel. • Check into your selected accommodation. **Exertion Level 1:** After their flight, students will commute by shuttle to the hotel. Students will attend a welcome dinner and on-site orientation.	Dubai
Day 2 December 8th	• Late morning/afternoon we will visit the Mall of the Emirates where you can also find a huge array of lunch and shopping options. Optional activities include Ski Dubai and Penguins Experience. • We will then have a sunset boat tour around Dubai Marina to take in the incredible city views. • Welcome dinner. • Transfer back to the hotel. • Lunch is on your own. **Exertion Level 2:** The visits to Ski Dubai and Mall of the Emirates will include various intervals of walking for the majority of the morning activities.	Dubai
Day 3 December 9th	• Morning visit to the Sheikh Mohammed Centre for Cultural Understanding (SMCCU). • Al Shindaga Museum and then take an Abra traditional boat ride and visit the Spice Market and Gold Souks. • Burj Khalifa and witness the fascinating dancing fountains at Dubai Mall. • Lunch and dinner are on your own.	Dubai

	Exertion Level 2: The visit to the museums and cultural centers will include various intervals of walking and commuting by shuttle for the majority of the morning activities. There may be slight hills and unpaved paths in some areas.	
Day 4 December 10th	• Meet ADSM students • Expo 2021 • Lunch and dinner are on your own. **Exertion Level 2:** Students will meet with ADSM students and attend Expo. Students will experience various intervals of walking for the majority of the day and may need to walk upstairs. There may be slight hills and unpaved paths in some areas.	Dubai
Day 5 December 11th	• Morning visit to the Widad Center for the Service-Learning project • Afternoon visit to the Dubai Autism Center and then time permitting to a counseling center. • Optional Desert Safari Experience. • Lunch and dinner are on your own. **Exertion Level 2:** Students will visit two centers. Students will experience various intervals of walking for the majority of the late afternoon activities. There may be slight hills and unpaved paths in some areas.	Dubai
Day 6 December 12th	• Morning drive to Abu Dhabi. • City tour of Abu Dhabi. • Qasr Al Hosn Museum • Optional Mangrove Kayaking. • Lunch and dinner are on your own. **Exertion Level 2:** The tour of Abu Dhabi will include various intervals of walking for the majority of the morning activities and commuting by shuttle. Students will have the opportunity to kayak the Abu Dhabi mangrove. There may be stairs, slight hills, and unpaved paths in some areas.	Abu Dhabi
Day 7 December 13th	• Visit the Louvre Abu Dhabi. • Visit with ADSM students and faculty on their campus. • Visit the Sheikh Zayed Grand Mosque. • Lunch and dinner are on your own **Exertion Level 2:** The tours and visit to ADSM will include various intervals of walking for the majority of the morning and afternoon activities and commuting by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.	Abu Dhabi
Day 8 December 14th	• Al Alin Desert City Tour • UAE University visit • Visit the Al Jahil Fort	Abu Dhabi

	• Visit the Sheik Zayed Palace Museum • Farewell dinner • Lunch is on your own. **Exertion Level 2:** All activities will include various intervals of walking for the entire day and commuting by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.	
Day 9 December 15th	• Hotel breakfast and check out. • Transfer to airport and departure. **Exertion Level 1:** The commute to the airport is via shuttle.	Dubai

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
			Total	200 total points

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
			Total	80 total points

Appendix D - Assignment Rubric- Discussion Forum

Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
Initial Post: **Demonstration of quality content and integration of course material**	The initial discussion post exhibits a statement that is partially or fully incorrect or doesn't answer the main discussion question(s). The post is not backed by the assigned readings or another source and does not stimulate further discussion as evidenced by responses from colleagues. 0-2 points	The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> two of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 3-4 points	The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> one of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 5 points	The initial discussion post exhibits a strong statement which answers the main discussion question(s), and demonstrates all of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 6 points	6 points maximum
Participation: **Feedback to colleagues throughout the week**	The student did not give feedback to a minimum of two colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact. 0-2 points	The student's feedback to two or three cl colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 3-4 points	The student provides feedback to three colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 5 points	The student provides detailed feedback to three or more colleagues' initial posts. The feedback addresses the colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 6 points	6 points maximum
Participation: **In one's own initial post in the discussion thread**	Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week. 0-2 points	Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday). 3-4 points	Student responds to all feedback received on student's initial post and responds to instructor's feedback to initial post. Responses are proficient but not as robust or substantive. 5 points	Student participates in their initial post discussion thread at least (3) separate days of the week. Student writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. 6 points	6 points maximum

Academic Writing: Adherence to APA style, spelling and grammar, and consistent with standards of discipline	Poor or no attention to structure and form of APA style for in-text citations and references in the initial post. Repetitive errors in grammar, and/or the writing style was disorganized or casual. 0 points	Basic structure of APA followed with multiple errors and/or missing in-text citations and references. 3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach. 0.5 point	Basic structure of APA followed with no more than one error in in-text citations and references. 2 or more errors in grammar; writing style is generally adequate. 1 point	Basic structure of APA followed with no more than 1 error in in-text citations and references. No errors in grammar, and the writing style is highly professional, respectful and reflective of departmental standards in writing style. 2 points	2 points maximum
				Total	20 points maximum

Appendix E – Academic Blog Rubric

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Points
Length	25 page or more; 1 minute of video; combination of writing/video to meet criteria above. 0-1 point	.5 page or more; 2 minutes of video; combination of writing/video to meet criteria above. 2-3 points	.75 page or more; 3 minutes of video; combination of writing/video to meet criteria above. 4 points	. 1 page or more; 4 minutes of video or more; combination of writing/video to meet criteria above. 5 points	5 points maximum
Content	Journal entry has notes (any format) that show less than 50% reading, viewing, and reflection of readings and videos in the module. 0-3 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of readings and videos in the module. 4-6 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every reading and video in the module. 7-9 points	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every reading and video in the module. 10 points	10 points maximum
Sharing and Participation	The student did not give feedback to a minimum of one colleagues' initial posts, or the feedback given constitutes simple agreement, or was posted late Saturday and/or Sunday – too late in the week to have an impact. 0-1 points	The student's feedback to one or two colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 2-3 points	The student provides feedback to two colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 4 points	The student provides detailed feedback to two or more colleagues' initial posts. The feedback addresses the colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 5 points	5 points maximum
				Total	20 points

Appendix F - Assignment Rubric- Capstone Project

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Points
Length	1 page or more: 4 minutes of video; combination of writing/video to meet criteria above. 0 - 9 points	2 pages or more: 8 minutes of video; combination of writing/video to meet criteria above. 10 – 19 points	3 pages or more; 12 minutes of video; combination of writing/video to meet criteria above. 20 – 29 points	4 pages or more; 16 minutes of video; combination of writing/video to meet criteria above. 30 - 40 points	40 points maximum
Content	Journal entry has notes (any format) that show less than 50% criterion stated in the capstone project. 0 - 9 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of the criterion stated in the capstone project. 10 – 19 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every criterion stated in the capstone project. 20 – 29 points	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every criterion stated in the capstone project. 30 - 40 points	40 points maximum
Reflection	The student did not give feedback to a minimum of one colleague's initial post, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact. 0 - 9 points	The student's feedback to one or two colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 10 – 19 points	The student provides feedback to two colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 20 – 29 points	The student provides detailed feedback to two or more colleagues' initial posts. The feedback addresses the colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 30 - 40 points	40 points maximum
Project Design	Only one form of media is used. Project design is not engaging and does not add value to the student's capstone project. 0 - 9 points	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging. 9 – 10 points	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging and partially adds value and insight into the student's capstone project. 20 – 29 points	Blog is engaging in design. A combination of writing, videos, still photos, and any additional media are leveraged in a meaningful way that add value and insight into the student's capstone project. 30 - 40 points	40 points maximum
				Total	**160 points**

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> **Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.**
>
> **CLICK HERE FOR SYLLABUS PART 2: POLICIES**

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

http://catalog.thechicagoschool.edu/

BOOKSTORE

Access to the bookstore is found at: http://thechicagoschool.textbookx.com.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: http://guides.instructure.com/
2) Access the community user boards and discussions.
3) Ask HelpDesk:
   a. Submit a ticket with your question or issue by filling out the form provided in the course.
   b. Contact the Help Desk by phone: 855-745-8169
   c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367
Email: helpdesk@tcsedsystem.edu
Website: http://helpdesk.tcsedsystem.edu

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service password reset portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): http://chi.librarypass.org/
- Southern California (and Online campus): http://la.librarypass.org/
- Washington DC (and Online campus): http://dc.librarypass.org/

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

WRITING CENTER

A. **MA and Doctoral students:**
   Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in Module 3 of the GSSP. All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. **BA students:**
   Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. **APA Style Hotline:**
   Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- The Ultimate Academic Writing Guide (Inspired by 37 Top Universities)
- Harvard's Writing Center
- Purdue OWL's General Writing Resources
- University of Northern Iowa's Dr. Grammar
- Hamilton College's Seven Deadly Sins of Writing
- TCSPP's CAE Academic and Professional Writing Resources
- Dartmouth's Institute for Writing Rhetoric
- The Elements of Style
- Oxford Dictionaries' Better Writing
- Plagiarism on Campus
- Grammar Girl
- Guide to Grammar & Writing