

# Course Syllabus

## Jump to Today.

The Syllabus explains what you can expect from this course and helps you to shape your role in it.



## Going Blue: Culture, Language and Beyond

Summer 2021

Congratulations on your admission to the University of Michigan, one of the world's premier public institutions of higher learning. This online course prepares you to succeed at U-M by exploring how you want to engage with campus life and culture. You will identify U-M resources that support students who speak English as an additional language, as well as strategies to continue to develop your academic and social speaking and writing in English. By the end of the course, you will have established an early support system that you can always come back to, in the form of a network of friends and a Personal Engagement Plan (PEP). Your PEP will help you to make the most out of your undergraduate experience by setting clear academic and non-academic goals, listing resources and how to access them, outlining spaces to find community on campus, and developing a plan to cope with emotionally challenging situations.

In this highly interactive four-week course, you will participate in lots of engaging discussions that will familiarize you with the social and academic environment at the University of Michigan. You will have many opportunities to interact with a community of multilingual students, envisioning and preparing for your transition to U-M student life. You will receive individualized feedback and support from your instructor, Pamela Bogart.

### Objectives

By completing the course, you should enhance your ability to

- Build on your language strengths to work toward your English communication goals
- Get involved in the U-M campus community, engaging with
  - **Social life**, e.g. friendships, residential life, community connections
  - **Efforts to improve diversity, equity, and inclusion (DEI)** and to change racist structures and practices
  - **Academic life**, e.g. participating in discussion classes, navigating group work, interacting with instructors, writing and speaking in academic contexts

- **Support**, e.g. campus units and student organizations that provide support to students in hundreds of different ways

## Your Instructor

Pamela Bogart, Lecturer IV, English Language Institute

You can send me messages within the Canvas Inbox ( **Canvas dashboard**) or email ([pbogart@umich.edu](mailto:pbogart@umich.edu)) anytime during the online course, and I look forward to meeting you in person after you arrive in Ann Arbor.

## Community Commitments: Our Guidelines for Inclusive Participation

How can we create an online community together for this course that is caring, inclusive of everyone in the course, intellectually challenging, and boosts everyone's confidence in using English?

We are soon going to be posting a video self-intro so that we can get started speaking in English together right away. Sharing a video with strangers, however, can feel kind of stressful. Thus, before we begin to post videos, we want to foster an inclusive, respectful community.

Here is a starting set of guidelines for our ongoing collaboration. We will allow these guidelines to evolve as we discuss them and build a dynamic, inclusive learning community together. This Syllabus will be updated accordingly in the first couple weeks of our course.

1. **Privacy** We will not share any information about anyone else in the class or anything they post, electronically or otherwise. We'll all be submitting informal audio/video recordings, and these should never be re-posted anywhere else.
2. **Learning from one another** We will listen to each other and respond to each other, not just look for opportunities to make our own points. We realize that the differences among us in backgrounds, skills, interests, and values will increase our awareness and understanding. Part of making learning from one another possible is offering productive feedback to classmates to the best of our abilities.
3. **Valuing one another's perspectives** We will not demean, devalue, or "put down" people for their experiences, lack of experiences or difference in interpretation of those experiences. In other words, **always respect classmates** (which is true for 1, 2, 4, 5, 6, and 7 too).
4. **Challenge ideas, not people** If we wish to challenge or disagree with something that has been said (or written), we will be careful to talk about the idea, not the individual person sharing this idea.
5. **Balance participation** Be mindful of taking up much more space than others. Empower yourself to contribute when others are dominating the conversation or group effort.
6. **Read/listen before posting to discussions** By reading and listening what's already been posted before joining online discussions, frame your contribution as deepening or broadening the conversation, not just repeating what has been said. This approach will make discussions both more efficient and more productive.
7. **Be sensitive to diverse beliefs and identities** Topics involving beliefs or identity such as religion, sexual orientation, nationality, or political views should be discussed with extra care to express respect and empathy, as such topics may trigger conflict. It will be important to use guidelines 2, 3, and 6 to interact thoughtfully with one another. From a 2020 student: if politics come up, let's remain rational in our responses to one another.

*Guidelines adapted for this course from "Guidelines for Dialogue," The Program on Intergroup Relations, University of Michigan, 2016 and revised with input from ELI students.*

## Technical requirements to take this course online

The course is set up in Canvas, available to U-M students at [umich.instructure.com](http://umich.instructure.com). This is the course platform you will use in your Fall classes across the university. You will need:

- an internet-capable device that can play video, record voice and video, and upload video files to the course website (You won't be required to participate live on video, but you may optionally join Going Blue community gatherings via Zoom.)
- for some activities, a laptop or desktop computer may work much better than a phone or tablet
- access to a means to use your U-M email and login (which may require a VPN, depending on where you're taking the course, because U-M email (@umich.edu) is on the Google email platform), or if this is not possible for you, an alternative email you supply your instructor in order to access the Canvas site & email communication.

## Grading

There are hundreds of possible points in the course. You can see the total possible points anytime the the **Grades** section of Canvas (see left vertical list of links). Since this course isn't for credit, you won't be earning a typical grade, like "A-" or "Credit." Instead, we'll look at degree of participation. Earning at least 80% of the point total constitutes "Completion" of the course.

Degree of participation	Percent of possible points
Completed course!	80% - 100%
Active participation	<80% - 60%
Intermittent participation	<60% - 30%
Minimal participation	<30%

Course activities include:

- Discussion forums
- In-Video Quizzes, or IVQs, inserted in interactive videos.
- Live conversations
- Group activities
- Four-part Personal Engagement Plan

*Plan on setting aside 3-4 hours each week to explore language, campus culture and beyond together. We look forward to meeting you and working with you as you join the Michigan community!*

## Accommodations & Religious/Cultural Holidays

If there is anything you'd like me to know about how you learn best and any accommodations that would support your best learning, please contact me via email or Canvas messaging. If you have a disability or learning difference that we can accommodate, I am eager to do so.

Of course I will maintain the confidentiality of any information you share with me.

I encourage you to celebrate religious or cultural holidays that are important to you. Please inform me in advance as to how a given holiday will affect your participation schedule, so that we can make advance alternate plans together.

## Student Wellbeing

### Student Wellbeing

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- **Counseling and Psychological Services (CAPS)** - confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more, counselors are embedded in some schools
- **Dean of Students Office** - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- **Ginsberg Center for Community Service Learning** - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- **Multi-ethnic Student Affairs (MESA)** - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- **Office of Student Conflict Resolution** - 734-936-6308; offers multiple pathways for resolving conflict
- **Office of the Ombuds** - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- **Services for Students with Disabilities (SSD)** - 734-763-3000; accommodations and access to students with disabilities
- **Sexual Assault Prevention and Awareness Center (SAPAC)** - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- **Spectrum Center** - 734-763-4186; support services for LGBTQ+ students
- **Trotter Multicultural Center** - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- **University Health Service (UHS)** - 734-764-8320; clinical services include nurse advice by phone, day or night
- **Well-being for U-M Students website** - searchable list of many more campus resources
- **Wolverine Wellness** - confidential; 734-763-1320; provides Wellness Coaching and much more

## Canvas help

[Link to Canvas support for students](#) .

## Questions and feedback

Send me feedback and questions any time, or post questions in our community conversation space on the **Yellowdig** platform.

## Classroom research

I am working on a research project that seeks to investigate how to best support undergraduate student learning in an online environment. I plan to use this research to help me better teach this course and other courses I teach online.

In this class, we will have the opportunity to do a wide variety of activities, including but not limited to discussions, video and audio recordings, games, quizzes, investigations, reading analyses, exploration of resource apps and websites, brief written assignments, reading one another's writing and watching one another's videos, and reflecting on our learning. These are all activities that I would normally offer while teaching this course, regardless of my research. I plan to analyze your work in these exercises for my research project. Of course, however, you can opt out of inclusion in my analysis of any part of your work for any reason at any time. There will be no effect on your grades in

this course of any decisions you make about participating or opting out. In other words, participation in this research project is entirely voluntary, and there is neither any bonus for permitting me to include your coursework in the research project nor any penalty for not participating in the research project, in part or in full.

In any presentation of this research, I will not include your name or any identifying details. If I plan to quote extensively (i.e. more than one sentence or an anonymized image of your work), I will follow up with an email in advance to check whether this is acceptable to you. Please contact me (pbogart@umich.edu) if you have any questions or concerns about this research, or to opt out in part or in full at any time.

## Course Outline

### **Week 1: Getting to know one another and this course**

Become familiar with the course & one another. Completing everything in the sequence this first week unlocks weeks 2-4 below.

### **Week 2: Getting to know Michigan: Campus life & resources**

Explore a variety of different features of campus life and the myriad resources available to students to help them thrive.

### **Week 3: Getting involved in campus life**

Start to engage with multiple spaces where you can find community and support at Michigan. Identify and learn how to access the vast array of resources with value to multilingual and international students. Develop your Personal Engagement Plan.

### **Week 4: Facing challenges successfully**

Discover the power of assertive communication to achieve multiple goals: for building relationships, for communicating and making requests to administrators and faculty members, for dealing with roommates and peers, for managing group work, for crafting effective written assignments, and more.

## Classroom research

I am working on a research project that seeks to investigate how to best support student language learning in an online language learning environment. I plan to use this research to help me better teach academic English and to enhance how future students advance their academic English in this and other ELI courses I teach.

In this class, we will have the opportunity to do a wide variety of activities, including but not limited to discussions, games, quizzes, investigations, reading analyses, exploration of resource apps and websites, short and extended writing and speaking, and reflecting on our learning. These are all activities that I would normally offer while teaching this course, regardless of my research. I plan to analyze your work in these exercises for my research project. Of course, however, you can opt out of inclusion in my analysis of any part of your work for any reason at any time. There will be no effect on your grades in this course of any decisions you make about participating or opting out. In other words, participation in the research about online learning is entirely voluntary, and there is neither any bonus for permitting me to include your coursework in the research project nor any penalty for not participating in the research project, in part or in full.

In any presentation of the results, I will not include your name or any identifying details. If I plan to quote extensively (i.e. more than one sentence or an anonymized image of your work), I will follow up with an email in advance to check whether this is acceptable to you. Please contact me

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This course taught  
by a LEO Lecturer.