

Global Issues in Ed Tech Leadership: Curriculum Project

Kerry Magro

Veronica O'Neill

Susan Marie Terra

David Thompson

New Jersey City University

Course Proposal

1. Abbreviated Course Title: Acclimating to Higher Ed in US

2. Full Course Title: Acclimating to American Higher Education and Living in the United States

3. Credits: 1

4. Course Components: This one credit course will be comprised of multimedia activities, online research, discussions, projects, and virtual visits to the NJCU campus in New Jersey, USA.

5. Course Level: 100-level

6. Catalog Description: The students will learn basic expectations of American undergraduate students to be successful in the United States. The students will learn aspects of American culture, such as dining, banking, and education. Students will interact with current undergraduate students in the US who understand Chinese culture.

7. Course Prerequisites or Co-requisites: None

8. Rationale:

Chinese students are the largest group of international students in the US. Current research on Chinese students studying abroad show difficulties that Chinese students encounter at a foreign university includes language difficulties, academic difficulties and separation anxiety. In order to assure a successful experience at NJCU this course will equip undergraduate students with the skills necessary for living and studying in the US. Emphasis will be on acclimating to life in a new country, including academic work, social lives and understanding American culture.

This will be achieved through investigations of the surrounding area via Google Maps and virtual tours, examinations of local transportation and food options, and through curated research experiences. Access to on-campus resources including tutoring, mentoring, advisors, counselors and accommodations will be presented. Students will become familiar with how to maintain a healthful life while living away from home including discussing stress management techniques to deal with loneliness. Student will learn how to acclimate to American culture, use transportation and money, and can utilize these skills to become productive members of the NJCU community when they arrive on campus.

9. Student Learning Outcomes:

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

1. Recognize the important locations at NJCU where they will live and study
2. Locate various destinations in the area to shop and obtain food and necessities
3. Investigate public transportation options for traveling throughout Jersey City and NYC
4. Identify US currency
5. Identify local US banking options
6. Select local attractions to visit during the semester
7. Describe some of the support services available to assist them on and off campus
8. Make connections with current and former International students
9. Assemble a digital portfolio of information and ideas that will be important during their NJCU experience

10. Instructional Procedures:

- Lectures (Student Learning Outcomes 1, 2, 3, 4, 5, 7, 8)
- Reading assignments (Student Learning Outcomes 1, 2, 3, 4, 5)
- Writing assignments (Student Learning Outcomes 3, 5, 6, 7, 9)
- Discussion (Student Learning Outcomes 1, 4, 6, 8, 9)

11. Course Content:

Module & Timeframe	Topic	Method	Learning Outcome(s)
1 (2 Weeks)	Welcome to NJCU! Video Tour of Main Campus, School of Business, Dorms; Campus Maps; Welcome from NJCU President, Confucius Institute; Safety and how to get help in case of emergency (police, fire, medical); video introductions and discussion with current NJCU students	- Discussion Board Posts - Student Presentations	1, 7, 8

2 (2 Weeks)	Getting Around Video Tour of Transportation options, including NJCU shuttle, Hudson Bergen Light Rail, PATH, NJ Transit, ferry, Uber, Lyft	- Discussion Board Posts - Digital Flyer	3
3 (2 Weeks)	Dollars and Cents Intro to Money and Banking; Gothic Net Card, Interactive game for currency identification	- Discussion Board Posts - Research - Student Group Project	4, 5
4 (2 Weeks)	Food for Life Video on how to shop for groceries; Slideshow of food options on campus as well as various cuisines available near campus	- Discussion Board Posts - Mapping Project	2, 8
5 (2 Weeks)	Free Time in Jersey City Video tour of Jersey City area highlights, including Liberty Science Center, Liberty State Park, Newport Mall, Jersey Gardens Mall, kayaking on the Hudson, etc.	- Discussion Board Posts - Mapping Project	2, 3, 6
6 (1 Week)	The Big Apple New York City highlights, including the Statue of Liberty, Wall Street, Chinatown, Broadway, Madison Square Garden, Rockefeller Center, museums, etc. via online virtual experiences	- Discussion Board Posts	3, 6
7 (1 Week)	A Weekend Away Intro to sites in Philadelphia and Washington DC	- Discussion Board Posts - Mapping Project	6
8 (2 Weeks)	Improve your English Language Skills Intro to classes available to International Students, NJCU American English Program as well as the Campus Without Borders Program	- Discussion Board Posts	7, 8

9 (1 Week)	See You Next Semester Course Conclusion, reflection, with contact information for support services as students prepare to travel	- Discussion Board Posts - Digital Portfolio	7, 8, 9
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12. Undergraduate General Education Courses: None

13. Graduate Course Status: None

14. Degree Requirements: None

15. Specialized Accreditation, Certification, and Licensure: None

16. Assessment/Evaluation of Student Outcomes and Determining Student Grades:

Assessment	Student Learning Outcomes	Possible Points
Assessment 1 - Participation in Discussions	1, 4, 6, 8, 9	10 points
Assessment 2 - Shopping	2	10 points
Assessment 3 - Local Transportation	3	20 points
Assessment 4 - Money and Banking	5	20 points
Assessment 5 - Support Services	1, 7	20 points
Assessment 6 - Course Reflection	2, 6, 7, 9	20 points
Total		100 points

Assessment 1 - Participation in Discussions

- Active participation in online discussions.

Assessment 2 - Shopping

- Utilize mapping tool (such as Google My Maps) to highlight a minimum of five shopping destinations.
 - Two destinations should focus on groceries and other necessities.
 - Two destinations should focus on clothing and accessories.
 - One destination should highlight an “outlet” destination.

Assessment 3 - Local Transportation

- Describe how you would get to the five locations identified in Assessment #2. (Be sure to use at least two different modes of transportation).
- Create a digital flier. A 1-page summary of the transportation options available to NJCU students with current fares and hours of operation.

Assessment 4 - Money and Banking (Group assessment)

- Research a local bank (assigned by professor).
- Online Research
 - Review and summarize services offered.
 - Review and summarize fee structure.
- Create and send interview questions to local bank manager (via email)
- Summarize the research and interview responses through a collaborative Prezi with a minimum of six frames.

Assessment 5 - Support Services

- Research:
 - Role of/services offered by Academic Advisor
 - Role of/services offered by Financial Aid Office
 - Role of/services offered by Writing Center
 - Role of/services offered by the Office of International Students and Scholars
 - Role of/services offered by NJCU Counseling Center
 - Role of/services offered by University Library
 - Role of/services by Office of Specialized Services and Supplemental Instruction
 - Additional support services offered in and around NJCU.
- Create support services “menu” or tri-fold with a brief description of each offered service.

Assessment 6 - Course Reflection

- Summarize experiences from the course via digital portfolio (such as a Wiki page).
 - Describe how course modules and assessments improved your understanding and/or comfort of NJCU and American life and culture.
 - Describe three personal revelations from your research.
- Write a 1-page personal reflection statement outlining major takeaways and several recommendations to other international students.

17. Bibliography:**a. Required Text(s)**

Northcutt, F. (Ed.). (2008). *How to survive your freshman year: By hundreds of college students who did* (3rd ed.). Atlanta: Hundreds of heads books, LLC.

b. Supporting Bibliography (Include a minimum of twenty sources.)

Carter, C., Bishop, J., & Kravits, S.L. (2009). *Keys to success: Building analytical, creative and practical skills.* (brief 5th ed.). Upper Saddle River, NJ: Prentice Hall Publishing.

Electronic portfolios 2.0: Emergent research on implementation and impact (2009). United States: Stylus.

Feuerherm, E. (2016). Fostering International Student Success in Higher Education. Shawna Shapiro, Raichle Farrelly, and Zuzana Tomaš. Alexandria, VA: TESOL Press, 2014. . TESOL J, 7: 755–758. doi:10.1002/tesj.278

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Henze, J., & Zhu, J. (2012). Current Research on Students Studying Abroad, Research in Comparative and International Education, Volume 7 Number 2 2012
<https://www.researchgate.net/publication/256766241> accessed on the web October 23, 2016

Kanno, Y., & Harklau, L. (2012). *Linguistic minority students go to college: Preparation, access, and persistence.* Routledge, Taylor & Francis Group.

Kerins, A. T. (2010). *An adventure in service-learning: Developing knowledge, values and responsibility.* Farnham, Surrey: Gower.

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<http://search.proquest.com/docview/1644294270?accountid=12793>

McKenna, L. (2015). The Globalization of America's Colleges. *The Atlantic*. Retrieved from
<http://www.theatlantic.com/education/archive/2015/11/globalization-american-higher-ed/416502/>

Mlynarczyk, R. (1998). *Conversations of the mind: The uses of journal writing for second-language learners.* Mahwah, N.J: Lawrence Erlbaum.

Muller, T., Herder, S., Adamson, J., & Brown, P. S. (2012). *Innovating EFL teaching in Asia.* Palgrave Macmillan.

- Romerhausen, N. J. (2013). Strategies to enhance student success: A discourse analysis of academic advice in international student handbooks. *Journal of International Students*, 3(2), 129-139. Retrieved from <http://search.proquest.com/docview/1458797930?accountid=12793>
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- Spencer, A. (2003). Facilitating the Academic Success of International Students. *Teaching Theology & Religion*, 6(3), 164-168. doi:10.1111/1467-9647.00169
- Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2010; 2008; 2009). *Learning a new land: Immigrant students in american society* (1st Harvard Univ. Press paperback ed.). Cambridge, Mass: Belknap Press of Harvard University Press.
- Sullivan, P., Zhang, Y., & Zheng, F. (2012). College writing in China and America: A modest and humble conversation, with writing samples. *College Composition and Communication*, 64(2), 306-331.
- Telbis, N. M., Helgeson, L., & Kingsbury, C. (2014). International students' confidence and academic success. *Journal of International Students*, 4(4), 330-341. Retrieved from <http://search.proquest.com/docview/1642598019?accountid=12793>
- Upcraft, M. L. (1989). *The freshman year experience: Helping students survive and succeed in college* (1st ed.). San Francisco, Calif.: Jossey-Bass Publishers.
- Wolff, M. (2009). *CHINA EFL curriculum reform*. Nova Science Publishers, Inc.
- Wolff, M., & Qiang, T. (2012). *English in China today at the Harbin Institute of Technology: Volume I* (1st ed.). GB: Cambridge Scholars Publishing.

c. Relevant Periodical Sources (Include a minimum of five journals / periodicals.)

American Educational Research Journal
American Journal of Education
Issues in Global Education
Journal of International Students
Research in Comparative and International Education
TESOL Journal

d. Relevant Online Materials, including web addresses

- 10 Ways to Use Google Maps in the Classroom: <http://www.thethinkingstick.com/10-ways-to-use-google-maps-in-the-classroom/>

- Bank of America: <https://locators.bankofamerica.com/nj/jerseycity/financial-centers-jersey-city-15026.html>
- Capital One Bank: <http://maps.capitalone.com/locator/LocationDetail.action?id=81821&address&city&state&zip=07304&searchType=branchSearch&useRadius=-1>
- Free Online Flyer Maker: <https://www.canva.com/create/flyers/>
- Google My Maps: <https://www.google.com/maps/about/mymaps/>
- Investors Bank: <http://www.snl.com/irweblinkx/branchdetails.aspx?iid=1032002&bankfacility=19151&Zip=&Street=&City=jersey%20city&State=NJ>
- Jersey City Tourism: <http://www.visitnj.org/city/jersey-city>
- M&T Bank: <https://locations.mtb.com/nj/jerseycity/bank-branches-and-atms-jersey-city-nj-3303.html>
- New York Chinatown <http://www2.chinatown-online.com/>
- NJ Transit: www.njtransit.com
- NJCU Counseling Center: <http://www.njcu.edu/campus-life/counseling-center>
- NJCU Office of International Students and Scholars: <http://www.gonjcu.com>
- NJCU Office of Specialized Services and Supplemental Instruction: <http://www.njcu.edu/oss>
- NY Waterways <http://www.nywaterway.com/>
- Official Guide to NYC: <http://www.nycgo.com>
- Official Tourism Site of Washington, DC: <https://washington.org>
- PNC Bank: <https://apps.pnc.com/locator/#/result-details/00464060/danforth-plaza>
- Provident Bank: <https://www.provident.bank/branch-locator>
- Statue Cruises: <https://www.statuecruises.com/#/>
- Statue of Liberty virtual tour: <https://www.nps.gov/featurecontent/stli/eTour.htm>

- US Currency: <https://relocation-tips.com/miami-fl/general-information/u-s-currency/https://www.nps.gov/featurecontent/stli/eTour.htm>
- US Currency Identification: <https://www.universitylanguage.com/guides/us-currency/>
- Visit Philadelphia: <http://www.visitphilly.com/#sm.0001b5ey1o1679dhiu1sa9jxryna>

e. Relevant Audiovisual Materials.

- 5 Google Maps Engine Classroom Projects:
<https://www.youtube.com/watch?v=EqNTqJCyDPA>
- 50 essential resources for ESL Students:
http://oedb.org/ilibrarian/50_essential_resources_for_esl_students/
- 50 Virtual Tours of Washington DC:
<https://www.scholasticatravel.com/2014/02/24/washington-dc-virtual-tour/>
- Experience NJCU in Virtual Reality: <http://www.youvisit.com/njcu>
- Money Matters: http://www.internationalstudent.com/study_usa/way-of-life/money-matters/
- National Park Service Statue of Liberty:
<https://www.nps.gov/stli/learn/photosmultimedia/virtualtour.htm>
- New York Video Tour of Chinatown, NY Habitat:
<https://www.youtube.com/watch?v=tFOrThNwCh4>
- New York City Virtual Tour: <http://www.youvisit.com/tour/nyc>
- U.S.- China People-to-People Exchange:
https://www.youtube.com/watch?v=IT2X_TrVBWI
- Virtual tour of Historic Philadelphia:
<https://www.google.com/culturalinstitute/beta/exhibit/EQJCTTzQpdwVKQ>

18. Budget: None