

Teaching English Abroad: From Theory to Classroom Practice

SECTION I: Course Overview

CEA Course Code: EDU310CDG/ENG310CDG

Subject Areas: Education, English Language & Literature, Communication, Psychology

Prerequisites: One course in Education, English Language, Foreign Language, Communications, Linguistics, or equivalent.

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

The primary objectives of this course are to introduce prospective EFL and ESL (and/or *FLE* and *FLS*) teachers to the theoretical and methodological foundations of current best practice in language teaching and to promote critical understanding of the language acquisition process. Secondary objectives include learning to reflect on your own language learning process while practicing French and developing ideas about how theory and practice can be combined to both learn and teach. Finally, we will attempt to develop insights about systematic, methodological, and sociolinguistic variation.

The course combines reading and discussion of major topics in language teaching methods and research into language learning with reflective field observations in the English program of a French *lycée*. Observing and participating in English instruction will allow you to test methods, techniques, and concepts and encourage a critical, cross-cultural perspective on educational settings and populations. Class meetings will be conducted approximately half of the time in French, and some assignments will be composed in French and others in English.

French-language discussions and practice will center on current events, urban survival skills, your autobiographies, and other subjects that we will decide on together. Language learning/teaching topics include the effects of different language learning environments on language learning, world Englishes and language varieties, mono- and bilingualism, first and second language acquisition (SLA) in adults and children, the foundations of SLA research and their implications for learning-teaching, the history and evolution of language teaching methods, teaching and classroom management techniques, technology in the classroom, lesson planning, and myths about language learning. You will also acquire a working knowledge of professional language teaching discourses in French. We will begin each class with French language activities related to current events, living in Paris, and other topics before discussing readings and teaching-related questions. Most general discussions will take place in French.

Field experiences in the schools will involve interacting with teachers and learners, observations, and participant-observation. These experiences, along with your experiences as language learners, will inform class discussions as well as your reflections on teaching methods and language acquisition theory.

The course will be conducted as a seminar. We will meet for twenty-two, 2-hour sessions between May 16 and June 25, 2018 for sessions. Full attendance, punctuality, preparation, and active participation are expected and will be reflected in class participation grades.

LEARNING OBJECTIVES

Cognitive/Knowledge skills

- Outline the processes involved in first and second language acquisition.
- Examine the chronological development of the theoretical frameworks implemented in the second and foreign language teaching.
- Identify and describe the components of effective and affective language teaching.
- Acquire teaching methodology to teach a second language.

Analytical/Critical Thinking Skills (Oral & Written)

- Identify, describe and criticize different methods implemented in the language classroom and understand how they influence learning outcomes.
- Relate the theoretical concepts studied in class with students' teaching experiences in the classroom.
- Create and/or critique a lesson or activity for a language course considering students' needs.
- Design meaningful teaching materials using not only the academic body of information presented in the class, but also ideas generated within the classroom community to promote language acquisition.
- Articulate academic and teaching experience abroad in résumés and job interviews to enhance career development opportunities.

Affective & Behavioral/Attitudinal Skills

- Provide insight into one's own learning styles that will ultimately improve life-long learning.
- Describe, interpret and evaluate cultural differences and similarities between France and the U.S. in terms of pedagogy, educational systems, values and attitudes.
- Express understanding of the complex balance between teaching and learning, innovative activities, learning environments, and the distinct personality of each learning community.
- Foster empathy for others learning a second or foreign language.
- Understand the relationships between language learning and the social construction of identity that will ultimately improving inter-cultural competency.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

NAME: DR. JOHN ANGELL

CONTACT INFORMATION: JANGELL@CEASTUDYABROAD.COM

TERM: SUMMER 2018

INSTRUCTIONAL FORMAT

This course will meet four days per week (depending on the week) for 1.75 hours. In addition, you will complete faculty-supervised observation & teaching practice sessions at the corresponding teaching placement site. Course work is comprised of in-class French language practice, mini-lectures, group discussions, and workshop activities. The class is intended to provide a space to reflect on and discuss your experiences as a learner and prospective teacher in a supportive, shared environment. Consequently, active participation in discussions and workshop activities is essential.

SPECIAL ACCOMMODATIONS

Please notify your instructor if you need special accommodations or have special learning needs. You can submit a request to the onsite CEA academic staff using CEA's *Special Accommodations Form* by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for further information.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate your final grade. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Assignments and their percentages are listed below. The content and criteria for each assignment will be explained in greater detail in class. Feel free to address questions or requests for clarification to the instructor before assignment due dates. Assignments must be submitted in a timely manner as MS Word attachments to e-mail.

FORM OF ASSESSMENT	VALUE
LANGUAGE LEARNER AUTOBIOGRAPHY (IN FRENCH)	20%
DIALOGUE & FIELD JOURNAL (IN FRENCH)	10%
FOUR OBSERVATION REPORTS (IN ENGLISH)	20%
LANGUAGE LESSON OR PERSONAL PROJECT (IN ENGLISH AND/OR FRENCH)	10%
FINAL PORTFOLIO WITH REFLECTIVE ESSAY (IN FRENCH AND/OR ENGLISH)	20%
CLASS PARTICIPATION AND RESOURCE CONTRIBUTIONS	20%

ASSESSMENT OVERVIEW:

Language Learner Autobiography (in French--20%):

In a thoughtful, reflective essay of approximately three to five pages, please describe and analyze your own background and itinerary as a language learner. Please use the following questions to guide but not limit your reflections.

1. Who (and what events, institutions, or other factors) were the most important influences your first or primary language (L1) development? How would you describe your early home and school environment?
2. What factors led to your choice of second and subsequent languages (L2, L3, L4...)? Why were they influential?
3. How would you describe the environments in which you developed competence in French and/or other L2s? Describe the key individuals, moments, classes, experiences traveling, etc. that shaped your learning and your motivation to continue to an advanced level.
4. How do these factors combine to motivate you to become an EFL/ESL teacher?

Dialogue Field Journal (in French--10%) In a good-quality bound, blank journal, you will systematically describe in French your experience in arriving in Paris and your daily life here, your observations about French society and Parisian life, as well as notes and impressions about your interactions and reflections about your French school experiences. *You will exchange your journals weekly with a classmate and respond in French to each other's observations.* Whenever relevant, you will cite your own background and experiences as well as our class discussions and language learning theories in your journal. Entries will be brief but detailed and will be dated. (The instructor will advise you on how to take ethnographic field notes and observe and record teaching, as well as ways to use the dialogue journal to improve and consolidate your French learning).

Four Field Observation Reports* (in English—20%)

Drawing on notes and field journals as well as class readings and discussions, you will write four formal observation reports (one and a half to two pages). They will describe and analyze important episodes (lessons, meetings, planning sessions, interviews) in the life of the school in which you were either observers or participant-observers. You will take a non-judgmental perspective while also citing concepts or theories learned in readings and discussions as you try to analyze and interpret what you saw and experienced in terms of contexts, roles, outcomes, and underlying social and educational implications. (*Ethnographic option for two of these reports)

Language Lesson or Personal Project (in English or French--10%) You have the choice of proposing a personal project (alone or with another student) leading to a class presentation, or to focus on preparing an original EFL (or FLE...) teaching activity or task on a topic of your choice, along with any visual support. You will present and self-evaluate the project or activity to the class and include it in your final portfolio.

Final Portfolio with Reflective Essay (in English or French--20%) Your portfolio will contain all of your written work for the course and will be introduced by a thoughtful, three- to five-page essay summarizing what you have learned during the class and how you view the relationship between theory and practice in EFL/ESL teaching. You should cite previous experiences as a learner or teacher, assignments, concepts, methods, and techniques from the methods course and your field experience to frame and assess your present thinking about teaching English as a second or foreign language. You should conclude your essay with a statement of learning/teaching philosophy that describes how you will be able to build on and extend what you have learned.

Class Participation (20%) This grade will reflect your preparation for and participation in French-language practice activities and class discussions, your contributions to the class resource collection (French teaching resources, ESL/EFL career information...) and environment, as well as your efforts to use French and maintain a professional demeanor. Punctuality and full attendance are expected.

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insights well beyond knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C-/C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

CEA Grading Scale: Grading will follow the CEA grading scale:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 - 93.9%	3.70

B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.40	7.69	74.0 – 76.9%	2.00
C-	7.00	7.39	70.0- 73.9%	1.70
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA ATTENDANCE POLICY:

Every student is expected to attend all scheduled class sessions (including field studies), arriving on time and thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance.

In this course, students are allowed to have the following number of absences due to sickness, personal emergency, inevitable transport delay and other related impediments:

	Allowed absences	Automatic failing grade at X th absence
SEMESTER		
For this course	1	4

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No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences. For every additional absence beyond the allowed number, the final course grade will drop down to the subsequent letter grade (e.g., A+ to A).

The following table below outlines how your absence(s) will impact your overall grade:

Absence	1	2	3	4
Penalty	No Penalty	1/2 letter grade	One full letter grade	Automatic Failure
Grade	A+	A	A-	F

Late arrivals or early departures from class can result in being marked absent. Furthermore, to comply with UNH, CEA and in country immigration regulations, you must maintain full-time student status by enrolling and regularly attending at least 12 credit hours per week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

REQUIRED READINGS

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

Required Textbooks:

Martinez, Pierre. *La Didactique des langues étrangères*. Paris: PUF, 2014.

Brown, H. Douglas. (2014). *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*. White Plains, NY: Pearson Education. (402 pp.)

Recommended Resources:

Lightbown, P. M., & Spada, N. (2013). *How languages are learned*. Fourth Edition. Oxford: Oxford University Press. (256 pp.)

Ellis, R. (2015). *Understanding Second Language Acquisition*. Second Edition. Oxford: Oxford University Press. (365 pp.)

Larsen-Freeman, D. (2011). *Techniques and Principles in Language Teaching*, Third Edition. Oxford: Oxford University Press. (208 pp.)

Mitchell, R., Myles, F., & Madden, P. J. (2011). *Second Language Learning Theories*. Third edition. Abingdon: Routledge. (265 pp.)

Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Second Edition. Cambridge: Cambridge University Press. (270 pp.)

Saville-Troike, M. (2012). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press. (218 pp.)

Spradley, James (1980). *Participant Observation*. London: Holt, Rinehart and Winston.

Storti, C. (2011). *Culture Matters: The Peace Corps Cross-Cultural Workbook*. US: Peace Corps

Canale, M. and Swain, M. (1980). "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing," *Applied Linguistics*, 1, (47 pp.)

Case, A. (2009). *Four Approaches to Teaching Vocabulary*. (2 pp.)
<http://edition.tefl.net/articles/lexis/teaching-vocabulary/>

Díaz-Rico, L. T. & Weed, K. (2009). *The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide*, Fourth Edition. USA: Allyn and Bacon. (409 pp.)

Ferlazzo, L. & Hull Sypniewski, K. (2012). *The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels 1st Edition*.

- Holmes, J. (2001). *An Introduction to Sociolinguistics – Learning About Language*, Second Edition. Essex: Pearson Education Limited. (424 pp).
- K12 Reader (2012). *Effective Strategies for Teaching Vocabulary*. p. 1 <http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/>.
- Leow, R., Cerezo, L., and Baralt, M. (2015). *A Psycholinguistic Approach to Technology and Language Learning*. Boston: De Gruyter Mouton.
- Loewen, S. “Error Correction in the Second Language Classroom” in *Clear News* Vol11: Issue 2, Fall 2007, Michigan State University, pp. 1-5.
- Ellis, R. (2003). *Task-Based Learning and Teaching*. Oxford: Oxford University Press (387 pp.)
- Murphy, R. (2004). *English Grammar in Use: A self-study reference and practice book for intermediate students*, Third Edition. Cambridge : Cambridge University Press. (390 pp.).
- Nation, P. (2008). *Teaching Vocabulary: Strategies and Techniques*. Heinle Cengage Learning, Boston.
- Nation, P. *Teaching Vocabulary*. (9 pp.)
<http://engengine.googlepages.com/teachingvocabularybyPaulNation.pdf>
- Parrot, M. (2010). *Grammar for English Language Teachers*. Second Edition. Cambridge: Cambridge University Press.
- Patrick, P. (2013). *Linguistic Human Rights*. pp. 10.
<http://privatewww.essex.ac.uk/~patrickr/hr/linguistic-human-rights.htm>
- Sanz, C. (2005). *Mind and Context in Second Language Acquisition*. Washington, DC: Georgetown University Press. (332 pp.)
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Third Edition. MacMillan Books for Teachers.
- Swan, M. (2005). *Practical English Usage*. Third Edition. Oxford: Oxford University Press.
- Thornbury, S. (1997). *About Language: Tasks for Teachers of English*. Cambridge: Cambridge University Press.

ONLINE REFERENCES & RESEARCH TOOLS

- ACTFL – American Council on the Teaching of Foreign Languages. National Standards for Foreign Language Education <HTTP://WWW.ACTFL.ORG/PUBLICATIONS/ALL/WORLD-READINESS-STANDARDS-LEARNING-LANGUAGES?PAGEID=3392>
- University of Cambridge: Oct 2011 Using the CEFR: Principles of Good Practice: <HTTP://WWW.CAMBRIDGEENGLISH.ORG/IMAGES/126011-USING-CEFR-PRINCIPLES-OF-GOOD-PRACTICE.PDF>
- Websites with a variety of resources to teach ESL/EFL (and/or FLE/FLS):
<http://www.eslcafe.com>
<http://www.eslgold.com>

<http://www.english-4kids.com>

<http://owl.english.purdue.edu/owl/resource/678/01>

<http://www.speak-read-write.com>

<http://www.verbotonale-phonetique.com/methodologie-et-linguistique/>

http://www.lepointdufle.net/penseigner/didactique_fle.htm

ADDITIONAL RESOURCES

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate the functions and resources Moodle provides. While you may print a hard copy version of the syllabus projected on the first day of class, the class schedule on Moodle is the definitive, official version. Any updates or modifications will be posted on Moodle. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

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COURSE CALENDAR

Course Title: Teaching English Abroad:
From Theory to Classroom Practice

Session	Topic	Activity	Assignments
1. 16 mai (L) 15h00-16h45	<i>Présentations & contexte/s</i> FLs, SLs, L2s... <i>Lycée</i> observation tips and protocol	Introductions--course and participants Discussion: Why study languages? Why Teach them?	Presentation of books/objectives/syllabus <i>Exercice diagnostic</i>
2. 17 mai 15h00-16h45	<i>Présentations & contexte/s, cont.</i> Beliefs about language learning <i>Le système d'éducation en France</i>	Lecture & Discussion	Beliefs about Language Learning survey M <i>Intro & Mots clés de la didactique</i> Begin dialogue journals
3. 21 mai 15h00-16h45	<i>L'actualité...et la vie à Paris</i> Acquisition L1>>L2	Lecture & Discussion	B Ch. 2, p. 33-47 French language resources Dialogue field journals 1 (en français) exchange
4. 22 mai 16h00-17h45	<i>L'actu; feedback lycée</i> Acquisition L1>>L2	Lecture & Discussion Feedback on Autobiographies	Language Learner Autobiography
5. 23 mai 15h00-16h45	Systematic observation: <i>La Vie parisienne</i> Learning theories	Lecture & Discussion	B Ch. 4 <i>Le système éducatif français</i>
6. 24 mai 16h00-17h45	<i>La bouffe</i> Acquisition L2/SLA unpacked	Lecture & Discussion	French SLA and language teaching resources M Ch 1
7. 28 mai 15h00-16h45	<i>Les quartiers</i> Acquisition L2/SLA unpacked	Lecture & Discussion	B Ch 9 Dialogue field journals 2
8. 29 mai 16h00-17h45	Acquisition L2-Learner variables <i>Lycée</i> feedback & writing observation reports	Lecture & Discussion Feedback on Observations	B Ch. 3
9. 30 mai 15h00-16h45	<i>Les métiers</i> Acquisition L2-Learners, cont'd	Lecture & Discussion	<i>Profil de métier de quartier</i>
10. 31 mai 16h00-17h45	<i>L'actualité</i> <i>L'acquisition des langues, en français</i>	Lecture & Discussion	B Ch. 5 <i>Votre actualité</i>
11. 4 juin 15h00-16h45	Critical issues in learning and Teaching—orality vs. literacies	Lecture & Discussion	Dialogue field journals 3 B Ch. 6

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COURSE CALENDAR

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12. 5 juin 15h00-16h45	SLA & the classroom	Lecture & Discussion Feedback on Observations	<i>Observation Reports 1 & 2: Lycée</i>
13. 6 juin 15h00-16h45	SLA & the classroom	Lecture & Discussion	M Ch. 2
14. 7 juin 15h00-16h45	Nuts and Bolts: Planning instruction— lesson plans, unit plans, assessments	Lecture & Discussion Modeling of Activities	M Ch. 3
15. 11 juin 15h00-16h45	More nuts and bolts: Delivering instruction, unit/course planning...	Lecture & Discussion Presentation of Portfolios	<i>Dialogue field journals 4</i>
16. 12 juin 15h00-16h45	<i>Retour sur la vie parisienne</i> <i>Le lexique de la didactique</i>	Lecture & Discussion Modeling of Activities	B Ch. 8 <i>Observation Reports 3 & 4: Ethnographic observations around Paris</i>
17. 14 juin 15h00-16h45	<i>Petit tour du monde francophone</i> Languages and careers	Lecture & Discussion Modeling of Activities	ESL/EFL Professions—Overview and perspectives
18. 18 juin 15h00-16h45	Languages and careers, cont'd	Lecture & Discussion Presentation of Portfolios	French language teaching resources & careers <i>Dialogue field journals 5 (final exchange)</i>
19. 19 juin 15h00-16h45	Communicative competence and beyond	Lecture & Discussion Modeling of Activities	B Ch. 10
20. 20 juin 15h00-16h45	Conference: Presentations and discussion	Presentation of Projects	<i>Presentation of EFL or FFL Lesson/Personal Projects</i> M <i>Ch. 4 and Conclusion</i>
21. 21 juin 15h00-16h45	Conference: Presentations and discussion	Presentation of Projects	<i>Presentation of EFL or FFL Lesson/Personal Projects</i>
22. 25 juin 15h00-15h45	Beliefs survey revisited Conclusions/ <i>Bilan</i> /Et alors ?	Presentation of portfolios Discussion and Wrap-up	<i>Turn in Portfolios</i>

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SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

A. CLASS/INSTRUCTOR POLICIES

PROFESSIONALISM AND COMMUNICATIONS: As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

CLASSROOM BEHAVIOR: All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university will be informed.

ARRIVING LATE / DEPARTING EARLY FROM CLASS: Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

APPEALING AN ABSENCE: All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

SUBMITTING WORK: All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

LATE HOMEWORK: Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be

accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

EXTRA CREDIT: Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

SECTIONS: Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

MAKE-UP CLASSES: CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

MISSING EXAMINATIONS: Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES: Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

Cell Phones: Use of a cell phone for phone calls, text messages, email, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

Laptops: Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC: Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

GRADE DISPUTES: Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at http://www.ceastudyabroad.com/docs/CEA_Policies.pdf.

B. CEA GENERAL ACADEMIC POLICIES

COURSE REGISTRATION: It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

ADD/DROP POLICIES: Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

COURSE WITHDRAWAL: Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

MONITORING GRADES AND ATTENDANCE: You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

ACADEMIC INTEGRITY: CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf.

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

SPECIAL ACCOMMODATIONS: CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceaStudyAbroad.com/docs/CEA-DisabilityPolicy.pdf>

RELIGIOUS HOLIDAYS: CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required

religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using **CEA's Religious Observance Request Form** in the timeline stated above for full consideration.

ACADEMIC ELIGIBILITY: You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

EARLY PROGRAM DEPARTURE: CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

COURSE AND INSTRUCTOR EVALUATIONS: Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

TRANSCRIPTS: CEA transcripts for this course will be available approximately 90 days from your program completion.

APPEALING A GRADE: Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to Academics@ceastudyabroad.com and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at Academics@ceastudyabroad.com within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:

[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)