



INTERNATIONAL COMMUNITY ENGAGED LEARNING: Diversity, Community & Volunteering Abroad

OVERVIEW

Primary Subject Area: Community Engaged Learning

Other Subject Area: Intercultural Communication, Cultural studies, Sociology

Instruction in: English

Recommended Semester Credits: 6 ECTS

Service hours at placement: total of 45 hours

Seminar class contact hours: 28 contact hours

COURSE DESCRIPTION

This international community engaged learning course links community service to academic content providing an opportunity for students to gain a thorough understanding of the social issues that challenge our globalized cities. Students will do volunteer work at a community-based organization in Barcelona while simultaneously pursuing theoretical coursework and independent sociological research related to their community engaged learning placement.

The course will focus on society, inequality and social exclusion, going from a global perspective to a local focus on the Spanish context, specifically on the realities in the city of Barcelona. The course will explore issues such as immigration; homelessness; education; youth; social movements and activism; sustainable urban development; the environment; urban cultural expression; and others. The course will have a special focus on diversity, equity, inclusion and social justice and how this is a value and a challenge for the organizations students volunteer at as well as for the city of Barcelona and Spain in general.

In the globalized world that we live in, companies, non-governmental organizations and governments need people with the intercultural competence to adapt and excel when faced with the challenges associated with working across cultures. The intensive intercultural interactions students will have through their community engagement on a regular basis provide the opportunity to develop and enhance the intercultural attitudes, knowledge and skills employers seek for. Furthermore, participating in community based learning abroad demonstrates the students' ability to understand and contextualize academic theories and use research skills to fieldwork.

Students will receive an initial in-depth orientation and cross-cultural training to help them understand and adjust to the socio-cultural context where they will be volunteering at and to set up specific goals to enhance their intercultural competence throughout the program. Students will keep a research and reflection journal that will be used in class discussions, course assignments, and will be periodically evaluated by the instructor. Students will develop a final project on the work of the organization they will be volunteering at and show their understanding and research on the broader sociological, cultural and political context.

This supervised placement and research will benefit students regardless of academic discipline and will provide them with the research skills and experience that can benefit senior year research, capstone projects, and career planning.

LEARNING OBJECTIVES

By completing this course, students will be able to:

- Analyze, understand and describe the main social challenges in Barcelona and the Spanish society, and the dynamics around power, wealth, ethnicity, class, & religion
- Describe the impact of racism and discrimination in social inequality and exclusion, globally and in the Spanish and Barcelona context
- Compare the situation in Spain to the students' countries of origin and to the global sphere
- Understand how community-based organizations, non-formal education, and formal education play a role in individual and community development
- Demonstrate an appreciation for civic engagement and the ability to participate in meaningful and ethical service. [SEP]
- Develop intercultural competence and demonstrate an ability to interact and communicate effectively across different cultural contexts
- Demonstrate an understanding of one's values, strengths, weaknesses, and how they integrate or are challenged in a new environment
- Develop effective research writing skills

PREREQUISITES

Two years of university study. Students must provide a letter of motivation and an academic letter of reference in support of their participation in this course. [SEP] Spanish language skills might be required by some organizations.

INSTRUCTIONAL FORMAT

This course approaches community engaged learning through a structured curriculum of 28 instructor supervised contact hours (14 sessions of 120min). In addition, students will complete community work at the corresponding placement site for at least 4 contact hours each week for a minimum of 45 hours. Class hours include lectures, group discussions, activities, seminars, guest lectures, student presentations, reflection and field trips. This part of the course provides a space for students to reflect on and discuss their experiences in a supportive and shared environment. Consequently, students' active participation in discussion and workshop activities is an essential step in mastering the course learning objectives.

Grading and Assessment

Class Participation	10%
Full Participation in Placement	30%
Homework	15%
Field Journals	20%
Final Research Project	15%
Final Presentation	10%
Total	100%

For all assignments, consideration will be given to the quality and complexity of thought, citations of specific examples from course readings and class discussion, and thoughtful reflections and observations.

ISEP GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	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	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

Full Placement Participation (30%): This grade will be based on a number of factors.

Firstly, you will report on your engagement with the placement during your onsite meetings with the instructor and through your field journal. Secondly, the instructor will consult with the person responsible for your placement throughout the semester regarding your attendance, time keeping, responsiveness and interaction with the staff and users of the service, and your diligence to the specific tasks undertaken.

Placement:

- Students will sign a volunteering agreement at the beginning of their placement signing their commitment to the program
- Attendance and timekeeping is essential. Students will be responsible of keeping track of their hours of volunteering
- Students must undertake all tasks assigned in a considerate and diligent manner and report as required to their supervisors [SEP]
- While students will the work of the organization, an explicit aim of the placement is to observe and learn from the other staff and volunteers [SEP]

Homework (15%): The instructor will assign homework based on class content, such as finding further information about a certain topic, delivering short presentations or watching a documentary, writing reflections about the field studies, or completing small quizzes about the material covered in class.

Field Journal (20%): *(periodically students will present material from their journals in class)*
Students will write a journal consisting of short reflection entries that will enable them to integrate their experiential learning, feelings and impressions into the knowledge acquired

through theoretical readings and class discussions. The goal in these assignments is to draw from first-hand experience and overall cultural awareness and reflect upon own value system and attitudes in a structured manner within the context of doing volunteer work in a different cultural context. These reflective exercises should contribute to the appreciation and respect for people with differing cultural values and add to the general adaptive skills necessary for working and living in a different cultural context.

Field Journal should include the following:^[1]

- Weekly notes on tasks undertaken^[1]
- Personal reflections on the work of the organization^[1]
- Reflections on the relationship between class readings and placement organization and neighbourhood.
- Accumulation of data for the final research project^[1]
- Reflection on your experiences during mandatory co-curricular activities/field studies
- Photo documentation of placement site (optional)^[1]

Final Research Project (15%):^[1] This in-depth research project will discuss the remit and daily operations of students' placement organizations and include relevant statistics and staff interviews. The students will discuss the role of the organization within a broader framework of the neighborhoods in which they are located and relate them to relevant issues in Spain and in the global sphere. Students will reflect on what they have learned through the experience personally and professionally, with special focus on their intercultural competence development.

Final Presentation (10%): Students will do a short TEDtalk-style presentation to the class about something relevant from their research and/or experience as if they were presenting at a study abroad conference.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
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- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

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. Regular class attendance is required throughout the program, and all absences will result in a lower participation grade. F

Students may not miss placement/work hours at the volunteering site unless approved in advance by the instructor and placement supervisor. All students must complete all of the requisite 45 minimum volunteering hours on site at the placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Absences for classes will lead to the following penalties:

- 1 absence for any reason: no penalty
- 2 absences: 1 letter grade deduction^[1]
- 3 absences: automatic failing

Policy	Allowed absences	Automatic failing grade at 3 rd absence	Absence	1	2	3
COMMUNITY ENGAGED LEARNING PROGRAM			Penalty	No Penalty	One full letter grade	Automatic failure
Semester	1	3	Grade	A+	A	F

COMMUNITY ENGAGED LEARING PLACEMENT		
Placement Hours Absent	Penalty	Grade
0%-4.99% of total placement hours	No Penalty	A+
5%-9.99% of total placement hours	1/2 letter grade	A
10%-14.99% of total placement hours	One full letter grade	A-
15% + of total placement hours or more	Automatic failure	F

It is important to note that your final grade will reflect all grade penalties assessed for your absences
(seminar and community placement penalties combined)

REQUIRED READINGS

Due to the interdisciplinary nature and content of this course there is not one or two core readings but a number of smaller readings from selected texts. However, the instructor will ensure that all of the required readings will be made available. Where possible, students will be provided with internet links for some of the readings, such as journal articles, which are freely available on the internet.

SELECTED READINGS: The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).^[1]

Adler. N. 2008. "Communicating across cultures", chapter 3 in *International Dimensions of Organizational Behavior*, 5th Edition, Thomson South-Western

Ayvazian, A. "Interrupting the cycle of oppression. The role of allies as agents of change", in Rothenberg, P.S. (Ed.) (2007, 7th Edition) *Race, Class and Gender in the United States. An Integrated Study*, NY, Worth Publishers

Callum, T. (2018) "6 Great things about working in a Multinational or multicultural company." Wedia. *I AM EXPAT*. [Online]. Available from: <https://www.iamexpat.nl/career/employment-news/6-great-things-about-working-multinational-and-multicultural-company>

Council of Europe. 2011. *Discrimination on grounds of sexual orientation and gender in Europe*.

Crabtree, R.D., 2013. The intended and unintended consequences of international service-learning. *Journal of Higher Education Outreach and Engagement*, 17(2).

Cramer, M. (2000). "Culture Shock. Barcelona at your door: A Survival Guide to Customs & Etiquette", Graphic Arts Center Publishing Company, pp. 44-50

Deardorff, D. K. & Edwards, K. (2013). "Framing & Assessing Student's Intercultural Competence in Service Learning", *Research on Students and Service Learning*, p. 157-184

Deardorff, Darla K., & Hunter, William. (2006). "Educating Global-Ready Graduates". *International Educator*, May and June 2006, p. 72-83.

DiStefano, J.J. & M.L. Maznevski (2000). "Creating Value with Diverse Teams in Global Management", *Organizational Dynamics*, Vol. 29, Issue 1, p. 45-63.

Dumetz, Jerome (Ed) (2012). *Cross-Cultural Management Textbook*, CreateSpace Independent Publishing Platform. Chapters 3 & 4

Gratton, L., Erickson, T. J. (2018) "Eight Ways to Build Collaborative Teams". *Harvard Business Review*. [ONLINE] Available at: <https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams>.

Hartman, E. and Kiely, R., 2014. A critical global citizenship. Crossing boundaries: Tensions and transformation in international service-learning, pp.215-242.

Hoppe, Michael H. (2007). "Culture and leader effectiveness: the GLOBE Study"

Jones, R. G. (2014). *Communication in the Real World: An Introduction to Communication Studies*, v. 1.0.2. Retrieved from www.FlatWorldKnowledge.com: http://catalog.flatworldknowledge.com/bookhub/reader/14959?e=jones_1.0-ch08_s03

Kroot, R. "Showcasing Study Abroad on Your Resume. How to properly articulate your study abroad experience", published January 12, 2012 <http://www.studyabroad.com/articles/showcasing-study-abroad-on-your-resume.aspx>

Lucas, J. S. & Ziguras, C. (2020). Chapter 14. "Host community impact. From harm-minimization to positive impact", in *Education Abroad. Bridging Scholarship and Practice* (ed. Odgen, A. et al.), Rutledge

Phillips, Holliday, "Performative allyship is deadly (here's what to do instead)", Retrieved on May 9th from <https://forge.medium.com/performative-allyship-is-deadly-c900645d9f1f>

Sales, A., Uribe, J. & Marco. I. 2015. "The situation of homelessness in Barcelona. Evolution and intervention policies", Barcelona, Sense Sostre. http://www.bcn.cat/barcelonainclusiva/ca/2016/2/sense_sostre2015_ang.pdf

Steers, R.M., Nardon, L. & Sanchez-Rune, C. (2016). *Management Across Cultures. Developing Global Competencies* (3rd Edition). Cambridge Univ. Press. Chapter 3

UN Refugee Agency. 2018. At the Heart of the Community: How to Work with Community-based Organizations. <https://www.unhcr.org/innovation/heart-community-work-community-based-organizations/>

UniversalClasscom (2018) "How to handle cultural differences in the workplace." [Online]. [9 February 2018]. Available from: <https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm>

Waldner, L.S, McGorry, S. & Widener, M.C (2012). "E-Service-Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population", *Journal of Higher Education Outreach and Engagement*, Volume 16, Number 2, p. 123

RECOMMENDED READINGS

Burleson, K. 2015. The Development of Cultural Mindedness, Pages 1-9. Retrieved from <http://www.interculturalservice.org/the-guidebook/>

Crawford, E., Caine, A.M., Hunter, L., Hill, A.E., Mandrusiak, A., Anemaat, L., Dunwoodie, R., Fagan, A. and Quinlan, T., 2017. Service-learning in developing countries: Student outcomes including personal successes, seeing the world in new ways, and developing as health professionals. *Journal of Interprofessional Education & Practice*, 9, pp.74-81.

Davis, A. 2006. What we don't talk about when we don't talk about service, in The Civically Engaged Reader, ed.¹¹A. Davis and E. Lynn. Great Books Foundation. Accessed by http://civicreflection.org/images/external_resources/What_We_Dont_Talk_About_When_We_Dont_Talk_About_Service

Dobrin, L.M. "Saying Goodbye in the Field" *Linguistic Discovery*, 4 (1) 2006.

Fantini, M. 2012. How to Start a Community Action Project. [DoSomething.org](https://www.youtube.com/watch?v=e6Bxc dbI5Ws)
<https://www.youtube.com/watch?v=e6Bxc dbI5Ws>

Geller, J.D., Zuckerman, N. and Seidel, A., 2016. Service-learning as a catalyst for community development: how do community partners benefit from service-learning?. *Education and Urban Society*, 48(2), pp.151-175.

Green, G.P. and Haines, A., 2015. Chapter 5, The Role of Community-based Organizations, pp. 111-134 in Asset building & community development. Sage publications.

Hammersley, L., 2012. Community-Based Service-Learning: Partnerships of Reciprocal Exchange?. *Asia-Pacific Journal of Cooperative Education*, 14(3), pp.171-184.

Iverson, S.V. and Espenschied-Reilly, A., 2010. Made in America? Assumptions about Service-Learning Pedagogy as Transnational: A Comparison between Ireland and the United States. *International Journal for the Scholarship of Teaching and Learning*, 4(2), p.n2.

Kiron, D., Kruschwitz, N., Haanaes, K., Reeves, M., Fuisz-Kehrbach, S.K. and Kell, G., 2015. Joining forces: Collaboration and leadership for sustainability. *MIT Sloan Management Review*, 56(3), pp.1-31.

Kolbe, L.J., Allensworth, D.D., Potts Datema, W. and White, D.R., 2015. What have we learned from collaborative partnerships to concomitantly improve both education and health?. *Journal of School Health*, 85(11), pp.766-774.

Martin, C. "The Third World is not your classroom". Bright Magazine. March 2016. Available: <https://brightthemag.com/the-third-world-is-not-your-classroom-9eee1546f565>

McMillan, J. and Stanton, T., 2014. "Learning Service" in International Contexts: Partnership-based Service- Learning and Research in Cape Town, South Africa.

Mitchell, C. & Humphries, H. 2009. From notions of charity to social justice in service-learning: The complex experience of communities. *Education as Change*, Routledge.

Rinaldo, S.B., Davis, D.F. and Borunda, J., 2015. Delivering Value to Community Partners in Service-Learning Projects. *Journal of Community Engagement & Scholarship*, 8(1): 115-124

Steinberg, K. S., Bringle, R. G., & Williams, M. J. (2010). Service-learning research primer. Scotts Valley, CA: National Service-Learning Clearinghouse.

<https://scholarworks.iupui.edu/bitstream/handle/1805/4577/r4184-service-learning-research-primer.pdf?sequence=1&isAllowed=>

Storti, C. "The Art of Crossing Cultures", Boston, Massachusetts: Intercultural Press, 2007, pp 2-8; 13-50.

Wilson, M.G., Lavis, J.N. and Guta, A., 2012. Community-based organizations in the health sector: a scoping review. *Health research policy and systems*, 10(1), p.36.

The Answer Is Local: How Community Philanthropy Shifts Power & Changes the World. 2018. Global Fund for Community Foundations <https://www.youtube.com/watch?v=K04sWjcKblQ>

ONLINE REFERENCE & RESEARCH TOOLS

Volunteering and Community Engaged Learning:

www.plataformavoluntariado.org

www.aprendizajeservicio.net

www.voluntariat.org

<https://www.hacesfalta.org/>

www.servicelearning.org

News in Spanish:

Mainstream

<http://www.lavanguardia.es>

<http://www.elpais.com>

<http://www.publico.es>

Alternative

<http://www.diagonalperiodico.net>

<http://www.thehuffingtonpost.com>

<http://www.eldiario.es>

<http://www.lamarea.com>

News in English:

The Olive Press. English language newspaper with a focus on Spain
www.theolivepress.es

El País. Spain's leading newspaper has an English version online.
<http://www.elpais.com/english/>

Ibersphere. News, comment and analysis on Spain, Portugal and beyond (in English).
<http://ibersphere.com/>

Typically Spanish. News on Spain in English. You can also click on a map of Spain for news in the region of your choice. www.typicallyspanish.com

COURSE CONTENT

Session 1 Community Engaged Learning: definition, objectives, differences with volunteering, ethics of community engagement

Activities:

- Summary of required reading and answer questions about skills described in article & how students plan on developing those skills through service experience
- Motivation test: The Volunteer Functions Inventory (VFI): write on reflection journal about main motivations

Required reading:

Crabtree, R.D., 2013. The intended and unintended consequences of international service-learning. *Journal of Higher Education Outreach and Engagement*, 17(2).

Session 2 Visit to the organization and meeting with supervisor at placement

Session 3 Intercultural competence: developing and action plan

Activities:

- Intercultural competence self-assessment & Work plan: use Deardorff reading to define ICC and to develop work plan (attitudes, knowledge, and skills)
- DMIS
- Video: "The Art of Diplomacy", Tayo Rockson TedTalk

Required reading:

Deardorff, D. K. & Edwards, K. (2013). "Framing & Assessing Student's Intercultural Competence in Service Learning", *Research on Students and Service Learning*, p. 157-184

Session 4 Culture and identity: confronting own national/cultural identity.

Spanish culture: cultural values, regional differences, current socio-political challenges, non-for profit sector in Spain

Activities:

- Drawing of own cultural iceberg and description with references
- Inner values exercise (group exercise-discussion)
- "What's your cultural profile?" Erin Meyer, HBR
<https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile>

Required reading:

Steers, R.M., Nardon, L. & Sanchez-Rune, C. (2016). *Management Across Cultures. Developing Global Competencies* (3rd Edition). Cambridge Univ. Press. Chapter 3

Session 5 Barriers to intercultural relations: stereotypes, prejudices, racism, and discrimination. Inequality and social exclusion in Barcelona.

Activities:

- "Out and About"
- Videos:
 - "The danger of a single story", Chimamanda Ngozie Adichie TedTalk
 - "How to overcome our biases? Walk boldly towards them", Verna Myers TedTalk
- Harvard Project Implicit: <https://implicit.harvard.edu/implicit/>
- Journal entry: identify stereotypes & prejudices students have about Spaniards and Spanish culture, at least 3, conduct research, ask questions at organization, with the aim of questioning those stereotypes and prejudices

Required reading:

Adler. N. 2008. "Communicating across cultures", chapter 3 in *International Dimensions of Organizational Behavior*, 5th Edition, Thomson South-Western

Session 6 Intercultural communication: verbal and nonverbal cues across cultures. Communication styles in Spain

Activities:

- Intercultural Communication style self-assessment and reflection

Required reading:

Dumetz, Jerome (Ed) (2012). *Cross-Cultural Management Textbook*, CreateSpace Independent Publishing Platform. Chapters 3

Session 7 Field study: Social challenges in Barcelona, Catalonia, and Spain

Activities:

- Guest speaker and visit to a community center
- Questions about required reading before the field study
- Reflection activity after the field study

Required reading:

Sales, A., Uribe, J. & Marco. I. 2015. "The situation of homelessness in Barcelona. Evolution and intervention policies", Barcelona, Sense Sostre.

Session 8 Midterm Evaluation

Activities:

- Intercultural Competence Development Action Plan review
- Group reflection on learning: from course and from volunteering

Required reading:

Phillips, Holliday, "Performative allyship is deadly (here's what to do instead)", Retrieved from <https://forge.medium.com/performative-allyship-is-deadly-c900645d9f1f>

Session 9 Field study: Migrantour

Activities:

- Guided tour by a migrant person in the Raval area in Barcelona, visiting different places related to the diverse realities of migrant populations in Barcelona
- Questions about required reading before the field study
- Journal entry with reflection about the activity after the field study

Required reading:

2 articles from the magazine *Barcelona Societat* Number 28:

"Foreign migration in Barcelona: from the financial crisis of 2008 to the pandemic of 2022" (p.21-33).

"The Barcelona Discrimination Observatory" (p. 107-116)

Session 10 Field study: Religious diversity in Barcelona

Activities:

- Visit to the Religious Affairs Office (OAR) in Barcelona and explanation about the religious diversity in the city
- Visit to a worship center (chosen by students at the beginning of the course)
- Journal entry with reflection about the activity after the field study

Required reading: TBA

Session 11 Privilege & allyship.

Activities:

- Journal entry: answer questions about privilege and allyship after reading required article and write a reflection entry on journal

Required reading:

Ayvazian, A. "Interrupting the cycle of oppression. The role of allies as agents of change", in Rothenberg, P.S. (Ed.) (2007, 7th Edition) *Race, Class and Gender in the United States. An Integrated Study*, NY, Worth Publishers

Session 12 Framing community engaged learning for professional development. Re-entry workshop.

Activities:

- Add virtual volunteering experience on Resume & LinkedIn profile
- Write the answer to a job/internship interview about this experience

Required reading:

Kroot, R. "Showcasing Study Abroad on Your Resume. How to properly articulate your study abroad experience", published January 12, 2012

Session 13 Study day

Session 14 Final presentations

DATES OF CLASS

TBA

ACADEMIC MISCONDUCT AND PLAGIARISM

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Plagiarism is defined as presenting someone else's idea as your own, or using/ producing someone else's work without giving them credit (Merriam-Webster Online Dictionary, 2008).

All of the following are considered plagiarism:

- Turning in someone else's work as your own; 
- Copying words or ideas from someone else without giving them credit; 
- Failing to put a quotation in quotation marks; 
- Giving incorrect information about the source of a quotation; 
- Changing words but copying the sentence structure of a source without giving credit; 
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- Practicing self-plagiarism. You cannot resubmit previously written work or a paper you completed from another class for this class. You can, however, cite your written work if you follow the general guidelines to avoid plagiarism.

To avoid plagiarism be sure to give credit to the original authors whenever:

INCOMPLETE

A notation of "incomplete" may be given instead of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and demonstrated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements.