



Introduction to Elementary School Teaching

Course Details

Course Designator & Number: MONT 3211

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: xxx

Course Description

This course will provide students with the tools for becoming an effective teacher, by underlining and exploring certain areas of the field of pedagogy. Major topics include:

- Exploring the field of teaching foreign languages (with focus on English as a Foreign Language)
- Underlying principles related to how teachers learn to teach
- Pedagogical theories
- Personal values impacting the work of a teacher and ethical guidelines for the teaching profession
- Schools and the teacher's world of work
- Teaching as a career development

Course Objectives

The objective of this course will be to further the students' understanding of the teaching profession (responsibilities, roles, methodology) with particular focus on teaching English as a Foreign Language. This includes:

- Develop students' perspectives on the work of teachers in a range of different contexts (including special education contexts)
- Enable students to understand some of the research concerning the development of teachers.

- Develop students' knowledge of some of the key paradigms that explain teacher and classroom practice.

Methodology

- Lectures about various subjects concerning elementary teaching
- Group discussions on comparing different educational systems in France and the United States
- Preparations of lesson plans.

Required Reading / Materials

IN FRENCH

- Astolfi, J.-P. (2004). *L'erreur, un outil pour enseigner*. ESF éditeur.
- Crahay, M. et Dutrévis, M. (2010). *Psychologie des apprentissages scolaires*. Bruxelles : De Boeck.
- Rey B., Carette V. et al. (2006). *Les compétences à l'école : apprentissage et évaluation*. De Boeck.
- Etienne R. et Pantanella R. (coord.) *L'évaluation en classe. Les Cahiers pédagogiques, Hors-série n°39 - avril 2015* (publication disponible uniquement au format numérique (PDF - epub), en téléchargement)

IN ENGLISH

- Brewster J., Ellis G. (2014, third edition). *Tell it Again! The Storytelling Handbook for Primary English Language Teachers*. London: British Council.
- Council of Europe (2001). *Common European Framework of Reference for Languages*. Cambridge University Press.
- Ellis G, Ibrahim N. (2015). *Teaching Children to Learn: Plan, Do, Review!* Delta Teachers Development Series
- Kan Shin J., Crandall J.A. (2013). *Teaching Young Learners English*, Heinle-Cengage ELT.
- Maley A., Peachey N. (2015). *Creativity in the English Language Classroom*. London: British Council
- Mehisto P., Frigols M.J., Marsh D. (2008). *Uncovering CLIL – Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Books for Teachers.
- Phillips S. (2002). *Drama with Children*. Oxford University Press

- Webster M., (2011). *Creative Activities and Ideas for Pupils with English as an Additional Language*, Longman
- Wright, A (2008, second edition). *Storytelling with Children*. Oxford: Oxford University Press.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Research paper and in-class essay exam 10A, 10B, 10E, 10F, 10G, 10H	25%
Presentation of an article (10%) and participation (5%)	15%
Creating lesson plans and pedagogical tools 3A, 3B, 3C, 3D, 3F, 4A, 4B, 4D, 4E, 4F, 4K, 4L, 4M, 4P, 4Q, 4R, 5G, 5H, 5I, 5J, 5K, 5L, 6A, 6B, 6C, 6D, 6E, 6H, 6I, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 7F, 7K, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H	25%
Observation 2A, 2F, 3A, 3B, 3C, 4A, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 5A, 5C, 5D, 5G, 5H, 5I, 5J, 5K, 5L, 6C, 6D, 6E, 6F, 6O, 6P, 7B, 7C, 7D, 7E, 7F, 7H	(No grade)
Oral presentations and group work including digital story telling 3A, 3B, 3C, 3D, 3F, 4A, 4B, 4D, 4E, 4F, 4K, 4L, 4M, 4P, 4Q, 4R, 5G, 5H, 5I, 5J, 5K, 5L, 6A, 6B, 6C, 6D, 6E, 6H, 6I, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 7F, 7K, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H	35%
Overall grade	100%

Assessment Details

STANDARD 1 SUBJECT MATTER (INTASC Standard # 4: Content Knowledge)

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

2A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught (INTASC 4j)

2C. connect disciplinary knowledge to other subject areas and to everyday life

2D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing

2F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts

(INTASC 4a, 4g)

STANDARD 2: STUDENT LEARNING (INTASC Standard #1: Learner Development)

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning (INTASC 1d, 1j)

3B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions (INTASC 1b)

3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others (INTASC 1e, 1h)

3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning (INTASC 1f, 1i)

3F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks (INTASC 1a)

STANDARD 3: DIVERSE LEARNERS (INTASC #2: Learning Differences)

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

4A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and

know how to design instruction that uses a student's strengths as the basis for continued learning (INTASC 2g)

4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents (INTASC 2f and 2h)

4C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English (INTASC 2i, 2o)

4D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism

4E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values (INTASC 2j, 2m)

4F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society (INTASC 2k)

4G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture

4H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction (INTASC 2d)

4I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success (INTASC 2c, 2l)

4J. know about community and cultural norms (INTASC 2k) 4K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs (INTASC 2a)

4L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes (INTASC 2a)

4M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes (INTASC 2b) PAGE 4

4N. identify when and how to access appropriate services or resources to meet exceptional learning needs (INTASC 2f) 4

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences (INTASC 2d)

4P bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms (INTASC 2d)

4Q. develop a learning community in which individual differences are respected (INTASC 2f, 2n)

4R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities (INTASC 2j)

STANDARD 4: INSTRUCTIONAL STRATEGIES (INTASC #5: Application of Content)

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

5A. understand Minnesota's graduation standards and how to implement them

5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies (INTASC 5i)

5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities (INTASC 5m)

5F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interest

5G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources (INTASC 5c and 5m)

5H. monitor and adjust strategies in response to learner feedback

5I. vary the instructional process to address the content and purposes of instruction and the needs of students (INTASC 5c)

5J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking (INTASC 5e)

5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning (INTASC 5l)

5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning

5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources (INTASC 5n)

STANDARD 5: LEARNING ENVIRONMENT (INTASC Standard #3: Learning Environment)

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work (INTASC 3c)

6B. understand how social groups function and influence people, and how people influence groups (INTASC 3i)

6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations (INTASC 3d)

6D. know how to help people work productively and cooperatively with each other in complex social settings (INTASC 3j);

6E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom (INTASC 3k)

6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated (INTASC 3f)

6G. understand how participation supports commitment 6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole (INTASC 3p)

6I. establish peer relationships to promote learning (INTASC 3o)

6J. recognize the relationship of intrinsic motivation to student lifelong growth and learning PAGE 5

6K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities (INTASC 3p)

6L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities (INTASC 3p)

6M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing

students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning (INTASC 3b)

6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks (INTASC 3d)

6O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals (INTASC 3e)

6P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning (INTASC 3f)

6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work (INTASC 3g)

6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals (INTASC 3h)

STANDARD 6: COMMUNICATION (INTASC #8: Instructional Strategies)

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7A. understand communication theory, language development, and the role of language in learning

7B. understand how cultural and gender differences can affect communication in the classroom (INTASC 8k, 8q)

7C. understand the importance of nonverbal as well as verbal communication (INTASC 8m) 7D. know effective verbal, nonverbal, and media communication techniques (INTASC 8g, 8r)

7D. know effective verbal, nonverbal, and media communication techniques

7E. understand the power of language for fostering self-expression, identity development, and learning (INTASC 8l)

7F. use effective listening techniques (INTASC 8p)

7G. foster sensitive communication by and among all students in the class

7H. use effective communication strategies in conveying ideas and information and in asking questions (INTASC 8s)

7I. support and expand learner expression in speaking, writing, and other media

7K. use a variety of media and educational technology to enrich learning opportunities (INTASC 8o)

STANDARD 7: PLANNING INSTRUCTION (INTASC #7: Planning Instruction)

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals (INTASC 7i)

8B. plan instruction using contextual considerations that bridge curriculum and student experiences (INTASC 7b)

8C. plan instructional programs that accommodate individual student learning styles and performance modes (INTASC 7j)

8D. create short-range and long-range plans that are linked to student needs and performance (INTASC 7p)

8E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress (INTASC 7a)

8F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired (INTASC 7n)

8G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning (INTASC 7f)

8H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment (INTASC 7k)

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT (INTASC #9: Professional Learning and Ethical Practice)

A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10A. understand the historical and philosophical foundations of education (INTASC 9o)

10B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional selfassessment (INTASC 9n)

10E. understand the role of reflection and self-assessment on continual learning (INTASC 9g, 9m)

10F. understand the value of critical thinking and self-directed learning (INTASC 9l)

10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues (INTASC 9c, 9n)

10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice (INTASC 9a)

- The MN-SEPTs can be read in their entirety at:
<http://www.revisor.leg.state.mn.us/arule/8710/2000.html>
- The national InTasc Model Core Teaching Standards are available at:
https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Course Content

Unit 1

Activities and Readings

- Preparation to school placement (1); the Montpelier school's context and daily organization; the French school system.
- Work on a PowerPoint presentation by the students for 1st contact with the classes.

Assessment

- Round table discussion, comparison and analysis
2C, 2D, 3A, 3B, 3C, 4A, 4C, 7A, 10A, 10B

Unit 2

Activities and Readings

- Preparation to school placement (2); professional values and attitude Teaching primary MFL, basic principles and fun activities
- Examples drawn from « Primary Activity Box » (CUP)

- Make a list of rituals for the EFL class; reflection on how to teach classroom rituals.

Assessment

- Group discussion followed by teacher-fronted recap

2C, 2D, 3A, 3B, 3C, 3D, 4A, 4C, 8A, 8D, 8E, 8F, 8H

Unit 3

Activities and Readings

- Preparation to school placement (3); how to assist the school teacher and how to contribute to the class activities in accessible English for children; suggested activities for the class: songs, story books, traditional games, etc.); adapting one's level of English to the children: the Common European Framework of Reference for Languages (CEFRL).
- Reading task: « Planning your work » (Teaching English to Children, Longman).

Assessment

- Self-testing one's language competences using the CEFRL
- Round table discussion and analysis

6C, 6D, 6E, 7A, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H

Unit 4

Activities and Readings

- Languages and cultures: plurilingualism and multilingualism. How to maintain European cultural and linguistic diversity.
- The specificity of international sections in the French primary school
- Classroom resources (flashcards and videos)
- Reading task: « Managing Children positively » (English Teaching Professional by Carol Read)

Assessment

- Round table discussion and analysis

4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 4R, 6A, 6B, 6C, 6D, 7A, 7B

Unit 5

Activities and Readings

- Content and Language Integrated Learning (CLIL) at the International Section
- Core CLIL features
- Starting CLIL in the classroom
- Reading task: Chapter on content-based learning + example of CLIL activities: Mixing colors, etc. (in “500 activities for the primary classroom”)

Assessment

- Students’ presentations on 3 different topics: Plurilingualism, Language Learning and Planning your Work

5F, 5G, 5I, 5J, 6B, 6C, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6P, 6Q, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H

Unit 6

Activities and Readings

- CLIL - a brief introduction by Joan Alberich
- <https://www.youtube.com/watch?v=uIRZWn7-x2Y><https://www.youtube.com/watch?v=uIRZWn7-x2Y>
- <https://www.youtube.com/watch?v=uIRZWn7-x2Y> • CLIL: Explained simply - What is CLIL?
- <https://www.youtube.com/watch?v=2h33LnlqR1c><https://www.youtube.com/watch?v=2h33LnlqR1c>
- Six videos demonstrating CLIL used in classes from primary schools: (1,2,3 only) • <https://www.youtube.com/watch?v=dFuCrXRobh0><https://www.youtube.com/watch?v=dFuCrXRobh0>
- <https://www.youtube.com/watch?v=dFuCrXRobh0>

With computers, students explore/watch and take notes on 3 Explained simply videos:

- Content
- Communication
- Cognitive
- Culture

Assessment

- Students' oral feedback on the videos they have watched and the notes they have taken; group discussion followed by teacher-fronted recap

5F, 5G, 5I, 5J, 6B, 6C, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6P, 6Q, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H

Unit 7

Activities and Readings

- How to plan a lesson using techniques based on drama, movement, and multiple intelligences
- How to develop oral and writing skills using innovating fun activities like games, songs, mimes

Assessment

- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

5E, 5F, 5G, 5H, 5I, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6K, 6M, 6N, 6O, 6P, 6Q, 6R

Unit 8

Activities and Readings

- How to conceive and plan lessons based on a pupil-centered approach
- How to assess primary school students' performances in modern languages: oral and listening skills
- How to adopt a reflexive pattern on work and progress, how to analyze classroom situations using classroom videos

Assessment

- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback PAGE 9 before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

5F, 5G, 5H, 5I, 5J, 5K, 5L, 7B, 7C, 7D, 7E, 7F, 7G, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H

Unit 9

Activities and Readings

- Consider various activities for the EFL classroom and prepare lesson plans that include:
- Activities that are fun
- Memorization activities
- Communication activities

Assessment

- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

5F, 5G, 5H, 5I, 5J, 5K, 5L, 7B, 7C, 7D, 7E, 7F, 7G, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H

Unit 10

Activities and Readings

- Create lesson plans and manage the EFL classroom:
- Organize pupils' activities
- Create progressions
- Oral and writing skills
- Interactive activities

Assessment

- Students produce lesson plans and submit them to the instructor and/or classroom teacher for feedback before teaching it in the classroom. They create their own tools and resources and experiment them in the classroom.

5F, 5G, 5H, 5I, 5J, 5K, 5L, 7B, 7C, 7D, 7E, 7F, 7G, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H

Unit 11

Activities and Readings

- Using story books: the storytelling methodology

- Selecting storybooks PAGE 10
- Developing language-learning skills
- Preparing a lesson plan from a storybook

Assessment

- Roundtable discussion on storytelling in the primary EFL classroom
2C, 2D, 3A, 3B, 3C, 4A, 4C, 7A, 10A, 10B

Unit 12

Activities and Readings

- Using story books: the storytelling methodology (2)
- Reasons for using storybooks
- Storybooks and the syllabus
- Storybooks as an alternative to the course book

Assessment

- Students produce a lesson plan using the storytelling methodology.

5F, 5G, 5H, 5I, 5J, 5K, 5L, 7B, 7C, 7D, 7E, 7F, 7G, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H

Unit 13

Activities and Readings

- Conclusions and wrap-up discussion

Assessment

- Oral Presentation

Final Exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).