

**New York University**  
**Steinhardt School of Culture, Education, and Human Development**  
**Department of Teaching and Learning**

LANED-GE.2005.001 Intercultural Perspectives in Multicultural Education

Monday, 7:00-8:40pm (E.T.) in Zoom

Spring 2021

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**Office Hours:** By e-appointment via NYU Classes or email during weekdays (E.T.)

**Welcome to the class!**

**Course Description:**

Multidisciplinary perspectives on intercultural studies, language learning, and education set in a larger historical context of globalization in a multicultural world. An understanding of the geopolitics of foreign language training in the rise of intercultural communication and inter/national development since the mid-twentieth century. Focus on sociolinguistic issues in education and pedagogical implications for linguistic and cultural minority students. Topics include (1) cross-cultural communication in the classroom, including the role of ethnicity, race, gender, and social class; (2) the relationships between home/community language use patterns and school achievement; (3) cultural perspectives on school-community relations; (4) cross-cultural perspectives on parenting and language socialization; (5) standard and nonstandard language varieties in the classroom; and (6) effective instructional approaches for linguistically and culturally diverse classrooms. Of special interest is the “culture” that the foreign language educators bring to their classroom and its ramifications. An emphasis on working with class participants for developing their intercultural competence as foreign language educators and international education professionals.

**Where to find what in our course’s site in NYU Classes?**

- \* Syllabus: A PDF each of the course’s Syllabus, Class Schedule, and At-A-Glance Schedule
- \* Lessons: Weekly study plan (for the most up-to-day info and instructions)
- \* Assignments: Instructions of all assignments and their respective submission links
- \* Forums: Instructions and links for all applicable online learning activities
- \* Resources: A depository of useful resources (see sub-folders therein)

\*\* The content of this syllabus is subject to change.

## Course Overview:

This course offers multidisciplinary perspectives on language learning and use in the context of globalization. Topics may include (1) cross-cultural communication in the classroom, including the role of ethnicity, race, gender, and social class; (2) the relationships among home/school/community language use and school achievement; (4) cross-cultural perspectives on language socialization; and (5) language varieties in the classroom and other settings. The course emphasizes developing intercultural competence as education professionals.

**Learner Objectives:** At the end of the course, class participants should be able to...

1. discuss the geopolitics and intellectual history of intercultural communication, as well as foreign language and international education;
2. explain the role of race, ethnicity, gender and class in human culture and development;
3. analyze diverse notions of culture and its relationship with human communication, language, and behavior;
4. observe, compare, and examine assumptions, expectations, values, and norms, as well as actions or behaviors cross-culturally;
5. further develop an intercultural competence for their growth and development as a foreign language educator or an international education professional.

## Required Readings:

Rings, G.; & Ruskin, A. (2020). (Eds.). *The Cambridge handbook of intercultural communication*. Cambridge, UK: Cambridge University Press.

We will read a small number of the chapters in **this book**, which is **downloadable online via NYU Libraries**. Students are encouraged to also consult its Table of Contents to explore if some other chapters may relate to your own research and learning interest.

Please see toward the end of this document other **Required, Highly Recommended Readings, and Suggested References** (see also Class Schedule, Lessons, and Resources in NYU Classes).

**Course Requirements** (for instructions and due dates, see also Class Schedule, as well as Assignments, Forums, and Lessons, NYU Classes)

1. Full and on-time attendance (15 points) and active participation in scheduled synchronous class discussions in Zoom and asynchronous learning activities in or via NYU Classes (10 points)
2. A Student Self-Introduction and Survey (ICME-SIS)
3. First of two sets of online Key Takeaway discussion and response posts in Forums: (a) KT-1A (12.5 points) and (b) KT-1B (5 points)

4. One midterm Key Issues group presentation project (ICME-KI, 20 points): The four or five members in each group are expected to jointly make a PPT-assisted presentation on a set of key issues related to the focus of the week's study. Each member is to play an equal role in leading some aspects of the class's discussion; see Assignments.
5. Second of two sets of online Key Takeaway discussion and response posts in Forums: (a) KT-2A (12.5 points) and (b) KT-2B (5 points)
6. A Final Project (ICME-FP, 20 points) that includes a PPT-assisted presentation (5 points)

**Attendance (and Participation) Policy:** Students are expected to promptly sign on to and or partake in all scheduled synchronous classes in and asynchronous study or learning activities, such as timely completion of all required reading and writing assignments, prompt attention to all course-related announcements, responsive and responsible communication with the instructor and fellow group project teammates, etc. When in Zoom, all participants are required to turn on their webcam to manifest their presence and engagement in class. By course policy, students having more than three class absences will receive a failing grade at the end of the semester.

**Email policy and decorum:** Please feel free to contact me via email or Messages in NYU Classes. When you e-contact me, please write a brief and clear topic on the Subject line with this "prefix," ICME, the code I use for our course (e.g., ICME: The final paper). Your proper titling will alert me about the nature of the email so I won't treat it as a spam. Check your student email (and NYU Classes) at least once daily to stay current with any updates. For my part, I typically reply within 24 hours during the workdays. Otherwise, please keep our e-communication to within the typical weekday office hours (9-5) and respect our respective downtime in the evening and over the weekend (thank you for that).

### **Grading Policy:**

**Grading Schema** (on a 100-point scale) : A=95-100 | A-=90-94 B+=87-89 | B=83-86 | B-=80-82 | C+=77-79 | C=73-76 | C-=70-72 | D+=67-69 | D=63-66 F=below 63

### **Definition of Grades:**

A: Work which far exceeds minimum expectations, not only doing all that is required, but doing it with superior skill, creativity, and thoroughness.

B: Work which is clearly above average, not only doing what is required, but also doing it very well and demonstrating substantial competence.

C: Work which is average; it meets the minimum requirements, but does not demonstrate a grasp of the material beyond the rudimentary.

D: Work which is passing, but below average competency for graduate students. A significant amount of work is missing, or work shows little effort or thought and has many errors.

F: Work which does not meet the minimum requirements of the course, and/or demonstrates a general lack of understanding and effort.

\* Other evaluation criteria applicable to specific assignments will be described in the respective instructions.

**Criteria Used to Assess Students' Academic Performance** – While it is my charge to reach my own conclusions about your work for this course, it is important that my evaluation not influence your own thinking in an inhibitive or otherwise negative manner. I encourage you to do your own thinking and not spend time trying to guess what the professor wants in a paper or response. However, the following six criteria guide my evaluation of college-level written assignments:

1. Relevance - - To what extent does the discussion and/or documentation relate directly to the subject of the assignment?
2. Thoroughness -- To what extent does the paper cover what's needed to be discussed within the space limit and focus of this paper?
3. Critical thinking -- To what extent does the paper reflect your ability to analyze data and ideas logically and coherently?
4. Creativity/Originality -- To what extent does the paper provide new ideas or interpretations about the subject?
5. Academic Integrity -- Has the submitted assignment adhered to the university's published guidelines on academic integrity and those that have been highlighted in this syllabus?
6. Punctuality -- Is the paper handed in on time?
7. Style -- To what extent is the writing clear and free of editorial and typographical error and is the formatting and citation style consistent with the required APA style? (See A Matter of Style below)

A Matter of Style -- In addition to using the American Psychological Association (APA) publication manual (see below), all written assignments must be edited in standard English, double-spaced, typed in the 12-point Times New Roman font on regular 8.5" X 11" white paper stock. Carefully and thoroughly edit your papers before typing or printing. Acknowledge all references in end-notes; end-notes do not count as content. Leave 1" for all margins. Pagination (page numbering) is a must. Do not justify the right margin of your papers.

The instructor of this course has prepared an APA Style Matters PPT-PDF for you. This easy-to-use guide contains a list of very useful reference or source citation and formatting samples, complete with URLs to respective APA-related resources.

**What is “Effort?”** Effort is a shorthand term I use which is not meant to describe how much effort you feel you have put into your work, but rather how much effort I believe you demonstrated through the work itself. *Effort* for our purposes here generally is judged by thoroughness, creativity, complexity, attention to detail, and demonstrated understanding of the concepts. In general, it reflects the extent to which I feel you have understood the course challenges and how successful you are in meeting those challenges. *Effort* is often, but not necessarily, related to the amount of time you invest in the assignment. This is an intensive and fun course, but it requires maximum effort on your part. While I understand that you have other classes, ICME is a graduate course relies heavily on completing and submitting assignments on time.

**Late work:** All late papers or assignments receive a two-increment grade reduction penalty (e.g., A- to B, B+ to B-). A grace period of no more than a week may be granted at the discretion of the instructor (e.g., unexpected medical condition). No late papers will be accepted more than a week after their original due date. No late paper for the Final Paper assignment will be accepted. No extra-credit assignment will be given to make up any overdue assignments or missed classes, which are by nature not replicable in any other form.

**Scholarly Reference Citation Style:** All course participants are required to properly write, format, and cite sources in all written assignments (i.e., online discussion postings, papers) in accordance to style recommended in the latest edition of The APA (American Psychological Association) Publication Manual. The instructor has prepared and made available in NYU Classes an APA Style Matters for your easy reference.

### **Students with Disabilities:**

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

**Academic Integrity:** The following is adapted from the NYU Steinhardt Policies and Procedures (available from [https://steinhardt.nyu.edu/policies/academic\\_integrity](https://steinhardt.nyu.edu/policies/academic_integrity)):

The relationship between students and faculty is the keystone of the educational experience in the Steinhardt School at New York University. This relationship takes an honor code for granted. Mutual trust, respect, and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars but also to cultivate honorable citizens.

**Academic integrity** is the guiding principle for all that you do; from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you:

- cheat on an exam;
- submit the same work for two or more different courses without the knowledge and the permission of all professors involved;
- receive help on a take-home examination that calls for independent work;
- “collaborate” with other students who then submit the same paper under their individual names.
- give permission to another student to use your work for a class.
- plagiarize.

**Plagiarism**, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper,

a document, an oral presentation, a musical score, and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article, or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from others' oral work;
- Paraphrase or restate someone else's facts, analysis, and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you

NOTE that all written papers submitted in this course are subject to academic integrity screening by Turnitin.

### **Student Complaint Procedure:**

The procedure to address academic and non-academic complaints is listed in the Academic Policies & Procedures section of the Student Handbook and can be accessed here:

<https://steinhardt.nyu.edu/policies/procedures#Student%20Complaint%20Procedure>

**Required, Highly Recommended Readings, References** (see also Resources in NYU Classes): In addition to the required textbook (that you can download from NYU Libraries, the followings are some of the additional required and recommended readings and multimedia resources.

Bozkurt, A. (2020). A global outlook to the interruption of education due to COVID-19 Pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1-126. Retrieved Aug 22, 2020 at <http://asianjde.org/ojs/index.php/AsianJDE/article/view/462/307>. (REFERENCE: This very long article with multiple authors contains a wealth of info on the subject matter. The case studies reported cover some key issues, as well as quite a large number of countries and regions. I share this with you for your general reference.)

Carey, J. W. (1988). A cultural approach to communication. In J. W. Carey, *Communication as culture: Essays on media and society* (pp. 13-36). Boston: Unwin Hyman.

Clyburn, M. (2018, Oct 18). Why I fight to close the digital divide? TEDxCollegePark. retrieved August 22, 2020 at <https://www.youtube.com/watch?v=JJndJUzPTEE> (12:17).

Common Sense Media. (n.d.) What is media literacy, and why is it important? [Commonsensemedia.org](https://www.commonsensemedia.org). Retrieved Aug 22, 2020 at <https://www.commonsensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important> (This educational site also contains a good variety of info and resources on media literacy.)

Crenshaw, K. (2018, Jun 22). What is intersectionality? A Youtube video retrieved August 22, 2020 at <https://www.youtube.com/watch?v=ViDtnfQ9FHc> (1:54m).

DeCapua, A., & Wintergerst, A. (2016). *Crossing cultures in the language classroom* (2nd ed). Ann Arbor, MI: The University of Michigan Press. (REFERENCE: This book focuses on a number of intercultural communication issues in the classroom settings.)

Hall, E. T. (1959/1973). *The silent language*. New York: Anchor. (REFERENCE: Considered by many a must-read founding text of intercultural communication, this is a highly recommended reading for your general reference.)

Huang, E. (2020, May 31). A letter from a Yale student to the Chinese American community. *Chinese Americans*. Retrieved Aug 22, 2020 <https://chineseamerican.org/p/31571>.

Kim, Y. Y. (2015). Finding a “home” beyond culture: The emergence of intercultural personhood in the globalizing world. *International Journal of Intercultural Relations*, 46, 3-12.

Leeds-Hurwitz, W. (1990). Notes in the history of intercultural communication: The Foreign Service Institute and the mandate for intercultural training. *Quarterly Journal of Speech*, 76, 262-281. (REFERENCE: This is a landmark study on the subject matter; another must-read in the field of ICC.)

Lum, C. M. K. (2018). Developing intercultural competence in the language classroom. In J. Liantas & M. Dellicarpini (Eds.), *Encyclopedia of English Language Teaching* (pp. 3545-3550). Hoboken, NJ: Wiley-Blackwell.

Lynch, I.; Swartz, S.; & Isaacs, D. (2017). Anti-racist moral education: A review of approaches, impact and theoretical underpinnings from 2000 to 2015. *Journal of Moral Education*, 46(2), 129-144.

Martin, J. N., & Nakayama, T. K. (2018). *Intercultural communication in contexts* (7th ed.). New York: McGraw-Hill. (REFERENCE: This is a very good general-purpose introductory text to ICC.)

Motsi-Khatai, W. (2020, May 6). Why intersectionality is relevant for a “post-COVID-19” Europe. Center for Intersectional Justice. Retrieved Aug 22, 2020 at [www.intersectionaljustice.org/press-and-talk/2020-06-04-why-intersectionality-is-relevant-for-a-post-co-vid-19-europe/](http://www.intersectionaljustice.org/press-and-talk/2020-06-04-why-intersectionality-is-relevant-for-a-post-co-vid-19-europe/).

Mubarak, F.; Suomi, R.; & Kantola, S-P. (2020). Confirming the links between socio-economic variables and digitalization worldwide: The unsettled debate on digital divide. *Journal of Information, Communication and Ethics in Society*, 18(3), 415-430.

NAMLE. (n.d.). Media literacy defined. National Association for Media Literacy Education. Retrieved Aug 22, 2020 at <https://namle.net/publications/media-literacy-definitions/> (REFERENCE: This educational site also contains a good variety of info and resources on media literacy.)

Pacheco, E-M. (2020). Culture learning theory and globalization: Reconceptualizing culture shock for modern cross-cultural sojourners. *New Ideas in Psychology*, 58, 1-8.

Ranieri, M.; Nardi, A.; & Fabbro, F. (2019). Teachers’ professional development on media and intercultural education. Results from some participatory research in Europe. *Research on Education and Media*, 11(1), 109-120.

Roche, G. (2020, Feb 17). The epidemiology of Sinophobia. *Made in China*. Retrieved Aug 22, 2020 at <https://madeinchinajournal.com/2020/02/17/the-epidemiology-of-sinophobia/>.

Roland, M. (2020, Mar 19 ). Gaps In education system exposed: Students face digital divide as schools turn to remote learning. *#Roland Martin Unfiltered*. Retrieved Aug 22, 2020 at <https://www.youtube.com/watch?v=srULv1V6xSg> (9:19m).

Rowell, J.; Morrell, E.; & Alvermann, D. E. (2017). Confronting the digital divide: Debunking Brave New World discourses. *The Reading Teacher*, 71(2), 157-165.

Savu, E.; Chirimbu, S.; & Dejica-Cari. (2014). What skills do foreign languages teachers need in the 21st century? An intercultural configuration. *Professional Communication and Translation Studies*, 7 (1-2), 151-158.

Sevier, J. (2017, May 23), Bridging the digital divide. TEDxGreenville. Retrieved Aug 22, 2020 at <https://www.youtube.com/watch?v=fzokRz1pgb0> (12:21m)

Smith, B. V. (2016). Stories of teaching race, gender, and class: A narrative. *Washington University Journal of Law & Policy*, 51, 11-22.

Smooth, J. (2018, Feb 27), Introduction to media literacy. Crash Course. Retrieved Aug 22, 2020 at <https://www.youtube.com/watch?reload=9&v=AD7N-1Mj-DU>(10:37m)

United Nations. (2020, Aug). Policy brief: Education during COVID-19 and beyond. Retrieved on Aug 22, 2020 at [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf). (REFERENCE: This is among the most up-to-day policy briefing from the UN on the titled matter.)

Wang, J.; & Li, L. (2020) Sinophobia Tracker during CoronaVirus. *Sinophobia Tracker*. Retrieved Aug 22, 2020 at <https://sites.google.com/view/sinophobia-tracker/home>. (REFERENCE: This is a useful resource related to racism and Sinophobia.)

West, C. (2001, Apr 27). Race matters. The Jessie and John Danz Lecture Series, University of Washington. Retrieved on Aug 22, 2020 at <https://www.youtube.com/watch?v=cRZcfEToN-A> (1:30h). (This lecture was based in part on Dr. West's book by the same title. It can give you a very good overview of some of the key ideas Dr. West has to share on matters relating race, race relations, and history etc.)

Winthrop, R. (2020, Apr 10). Top 10 risks and opportunities for education in the face of COVID-19. Education Plus Development, Brookings. Retrieved Aug 22, 2020 at <https://www.brookings.edu/blog/education-plus-development/2020/04/10/top-10-risks-and-opportunities-for-education-in-the-face-of-covid-19/>.

Xia, Z. (2020). A preliminary study of culture shock and adaptation tactics for overseas Chinese students: From the perspective of "American Dreams in China." *Theory & Practice in Language Studies*, 10(3), 336-341.



Xin, J. (2020). How can we communicate interculturall? Response and reflection from global communication scholarsl on the COVID-19 epidemic. *China Media Research*, 16(3), 91-121.

**Resources** (see NYU Classes for more study and reference resources)

o Some of the above readings (esp. academic journal articles from NYU Library’s journal subscription) may be available in the Resources section in NYU Classes. A number of supplemental readings will be announced and/or posted in our course site in NYU Classes. In addition to the required and recommended readings indicated herein and on our NYU Classes course site, all students are well advised to read the print or online edition of *The New York Times*\* (at <http://www.nytimes.com/>) and another other reputable news venue every day to supplement our readings. Read or attend to various print and online news venues for current events, ideas or otherwise examples that are relevant to the many aspects of our discussions throughout the semester. (\**The New York Times* has an inexpensive digital subscription rate for students that allows unlimited downloads.)

### **Appendix I: How to approach your reading assignments – Some guidelines**

Good reading, writing, and thinking skills are a vital cornerstone of information literacy and learning outcome from a well-rounded education. The following set of questions or guidelines are meant to help you critically interrogate and get the most out of your readings. You may also use these guidelines to help frame your posts for 10 respective Class Discussion Assignments (see Course Requirements above and Course Schedule below). Familiarize yourself with these questions and approach our course’s readings with the former in mind.

1. What is the central thesis of this chapter, essay, article or book? Or, what are the major arguments of this work?
2. On what assumptions or points is the thesis of the work built, in logical order?
3. What are the major terms or concepts central to this work, and how does the writer define these terms?
4. What are the methods of argument and kinds of evidence used to develop and support the thesis or arguments of the work?
5. What are the limitations, shortcomings, errors, or weaknesses in the work and why?
6. What are the major contributions of this work to the intercultural study of teaching and learning and why?
7. What relationships do you see between this work and other works you have read in this course and in other courses and why?
8. What interesting questions or problems or potential applications to research, professional or personal development does this work suggest to you and why?



Mar 1 Understanding Pedagogy of the Oppressed and Intercultural Education during the COVID-19 pandemic interculturally. \*A special presentation by a Paulo Freire scholar is being arranged. *Required readings*: Freire (1970/2018 highly recommended); Crenshaw (2018); Huang (2020); Motsi-Khatai (2020); Roche (2020); Wang & Li (2020)

Mar 5 [Due \(11:45 PM\) KT-1A, Key Takeaways main discussion post \(in Forums\)](#)

[Due \(11:45 PM\) Critical Issues team #1's presentation PPT \(see team email thread\)](#)

**Learning Module III: The Digital Divide and Its Discontent in Education**

\* *Required materials shared by all four sessions in Learning Module II:*

\* *Journal articles*: Mubarak et al. (2020); Ranieri et al. (2019); Rowsell et al. (2017).

\* *References*: Bozkurt (2020); Common Sense Media (n.d.); NAMLE (n.d.); United Nations (2020)

\* *Videos*: Clyburn (2018); Roland (2020); Sevier (2017); Smooth (2018).

\* Each midterm ICME-CI Critical Issues team is expected to research for additional references to develop their respective group presentations.

Mar 8 Digital divide: Class matters, in/equitable access to technology, educational in/equality

|  
|—> \* The (first) ICME-CI1 group presentation and discussion in Zoom

Mar 12 [Due \(11:45 PM\) KT-1B, Key Takeaways response post \(in Forums\)](#)

[Due \(11:45 PM\) Critical Issues team #2's presentation PPT \(see team email thread\)](#)

Mar 15 Digital divide: Multiple literacies and online education and intercultural learning —

|  
|—> \* The (second) ICME-CI2 group presentation and discussion in Zoom

Mar 18 [Due \(11:45 PM\) Critical Issues team #3's presentation PPT \(see team email thread\)](#)

Mar 22 Remote teaching, counseling, and educational program development: Challenges and opportunities

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|—> \* The (third) ICME-CI3 group presentation and discussion in Zoom

Mar 26 [Due \(11:45 PM\) Critical Issues team #4's presentation PPT \(see team email thread\)](#)

- Mar 29      Understanding the COVID-19 Infodermic in popular culture and social media: Implications for educators  
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 |→      \* The (fourth) ICME-KI4 group presentation and discussion in Zoom

**Learning Module IV: Recurring Issues in Intercultural Communication**

- Apr 5**      **Asynchronous week, no class in Zoom today:** Culture shock: Circumstances, stages, concepts, strategies, ramifications – *Required readings (for this and next weeks):* Pacheco (2020); Xia (2020)

- Apr 12      Intercultural adaptation: A case study – \* A presentation by a guest speaker being planned. *Please do NOT miss this class*  
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 |→      \* Your personal KT-2A Key Takeaway discussion post due in Forums, NYU Classes, 11:45pm, Fri., Nov 20.

- Apr 16**      **Due (11:45 PM) KT-2A, second Key Takeaways main discussion post (in Forums)**

- Apr 19**      **NYU Spring Break day: No classes**

- Apr 23**      **Due (11:45 PM) KT-2B, Key Takeaways response post (in Forums)**

**Learning Module V: What Have We Learned?**

- Apr 26      Brief PPT-assisted oral summary presentations by students on the key findings from their final project research I of III

- May 3      Summary presentations of students' final project research II of III

- May 10      The final few presentations III of III  
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 |→      \* Course review (the last two thirds class): Intercultural (communication) competence. *Required readings:* Bolten(Chapter 3) in Rings and Ruskin (2020); Lum (2018). *Recommended:* Kim (2015); Savu et al. (2014)

- May 11**      **Due (11:45 PM) ICME-FP (final paper in a Word file) and ICME-PPT (in Assignments); early submission of these final assignments encouraged and much appreciated.**