# COURSE OUTLINE

| Course Number | Course Title | Credits |
|---|---|---|
| **STA101** | **Study Abroad Seminar** | **1** |

| Hours: lecture/Lab/Other | Co- or Pre-requisite | Implementation sem/year |
|---|---|---|
| **1 lecture** | **Study Abroad Courses(s)** | **Fall 2018** |

## Catalog description (2018 Catalog):

A complement to a student's study abroad experience. Students are challenged to reflect on their exposure to culturally diverse people, examine multicultural experiences, and draw connections between study abroad and future endeavors, with the goal of articulating this significance to potential employers and other audiences. Students construct an e-portfolio to catalog their work.

## Is course New, Revised, or Modified?      New

## Required texts/other materials:

**Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use**
*By R. Michael Paige, Andrew D. Cohen, Barbara Kappler Mikk, Julie C. Chi, & James P. Lassegard*
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| Revision date: | Course coordinator:  (Name, telephone number, email address) |
|---|---|
| April 2018 | Andrea Lynch, 570-3652, lyncha@mccc.edu |

**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

All required information resource materials will be available online through Blackboard. There are several web sites that will be used for this course.  Examples include the University of Minnesota's Department of Organizational Leadership, Policy and Development "Global Identity" course website, the NAFSA website, the University of the Pacific's School of International Studies (SIS) site, and the Peace Corp's "Culture Matters" workbook online

**Other learning resources:**  (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

Students will be expected to develop an eportfolio and will need access to an eportfolio development tool such as "Google pages"

## Course Competencies/Goals:

*The student will be able to:*
1.  describe the value of their study abroad experience.
2.  discuss intercultural differences between host culture and home culture.
3.  evaluate how their pre-departure expectations about the host culture have been impacted by the study abroad experience.
4.  demonstrate how lessons learned from their study abroad experience integrate back into their everyday life and have changed them.
5.  construct a study abroad component for a professional eportfolio.


## Course-specific General Education Knowledge Goals and Core Skills.

### General Education Knowledge Goals
**Goal 1. Communication.** Students will communicate effectively in both speech and writing.
**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

### MCCC Core Skills
**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Units of study in detail.**

### Unit I    Pre-Departure Expectations

***Learning Objectives***
***The student will be able to…***
- establish expectations about their SA experience and host culture. **(Course Competencies 1,2,3_; Gen Ed Goal 5,8,9; MCCC Core Goal A,G )**
- understand culture and how it impacts their ability to understand and function in a new and unfamiliar environment. **(Course Competencies 1,2; Gen Ed Goal 5,8,9; MCCC Core Goal A,B,C,G )**
- identify skills, attitudes, and behaviors they will find useful in the host country. **(Course Competencies 1,2; Gen Ed Goal 5,8; MCCC Core Goal A,B,C,G)**
- collect and organize thoughts in portfolio format. **(Course Competencies 5; Gen Ed Goal 1,4; MCCC Core Goal A,E)**

### Unit II    In-Country Awareness

***Learning Objectives***
***The student will be able to…***
- analyze the cultural differences they are observing in the host country. **(Course Competencies 1,2,3,4; Gen Ed Goal 1,5,8,9; MCCC Core Goal B,C,F,G )**
- explain the cultural differences in comparison to their home country. **(Course Competencies 1,2,3,4; Gen Ed Goal 1,5,8,9; MCCC Core Goal B,C,F,G )**
- evaluate the value of these cultural differences in their current life. **(Course Competencies 1,2,3,4; Gen Ed Goal 1,5,8,9; MCCC Core Goal B,C,F,G )**
- collect and organize thoughts in portfolio format. **(Course Competencies 5; Gen Ed Goal 1,4; MCCC Core Goal A,E)**

### Unit III    Reflection and Re-entry

***Learning Objectives***
***The student will be able to…***
- identify skills and experiences gained from study abroad program that could be used in the field they are looking to go into. **(Course Competencies 4; Gen Ed Goal 1,5,8; MCCC Core Goal A,B )**
- compile thoughts and ideas about the study abroad experience that could be used in a job search. **(Course Competencies 4; Gen Ed Goal 1,5,8; MCCC Core Goal A,B )**
- capture significant thoughts and feelings as they return home. **(Course Competencies 4; Gen Ed Goal 1,5,8; MCCC Core Goal A,B )**
- compare SA expectations to actual experiences and interpret their significance to life. **(Course Competencies 4; Gen Ed Goal 1,5,8; MCCC Core Goal A,B )**
- share study abroad experience with college community. **(Course Competencies 1,2,3,4; Gen Ed Goal 1,4; MCCC Core Goal A )**
- collect and organize thoughts in portfolio format. **(Course Competencies 5; Gen Ed Goal 1,4; MCCC Core Goal A,E)**

## Evaluation of student learning:

**50% Unit Assignments and Journal Entries** - students will be evaluated in each unit according to the activities specific to that unit.

### Unit 1:  Pre-Departure Expectations
- Complete module 1, "What to know before you go", of the online training resource from the School of International Studies, University of the Pacific, "What's Up With Culture" online cultural training resource for study abroad.  This training resource contains:
  - <u>expectation exercises</u> where they will write out expectations about what they are looking forward to, afraid of, and going to miss back home;
  - <u>knowledge assessment exercises</u> where they will respond to questions about relevant terms and concepts;
  - <u>critical thinking incidents</u> where students will have to respond to an occurrence that in some way raises questions and leads the participants to wonder "What just happened?" and "Why?" Everyone who goes abroad is, eventually and inevitably, faced with some kind of a situation we could call a critical incident, *even if s/he is unaware of them at the time or can't figure out what was going on immediately*. Such encounters illustrate the tricky nature of interpreting everyday events in a different culture.
  - <u>self-assessment</u> inventories where students answer questions to determine their position on an issue such as individualism vs. collectivism, universalist or particularist, high cultural context vs. low cultural context.
- Journal Entry #1:  Write a detail description of your expectations about the upcoming Study Abroad experience.

### Unit 2:  In-Country Awareness
- Complete chapter 5, "Social Relationships" of the Peace Corps' "Culture Matters Workbook"
- A picture is worth a 1,000 words – Students will upload one digital picture that best describes their study abroad experience.
- Journal Entry #2: Write a 2-3 page (double spaced) narrative about why they choose this picture and how they feel it best portrays their study abroad experience to others.
- Journal Entry #3:  Write a 2-3 page (double spaced) comparison between something in the host culture and the home culture.  Students can identify home culture as ethnic, geographic, or gendered.  The "something" could be politics, child-rearing, dating, environmental concerns, education, business, religion, poverty, and/or countless other things.

### Unit 3:  Reflection and Re-entry
- Complete module 2, "Welcome Back! Now What?", of the online training resource from the School of International Studies, University of the Pacific, "What's Up With Culture" online cultural training resource for study abroad.
- Journal Entry #4: Make a list of skills you acquired while abroad that are important to your field of study and then list experiences you had while abroad that relate to those skills.
- Journal Entry #5: Write 2 paragraphs in response to the following prompt from an interviewer.  "I see from your resume that you studied abroad.  Tell me how that experience has made you a better candidate for this job/gradate program."

**10% Reflection Paper** – students will write a 3-4 page paper where they reflect on the overall experience.  They will compare their expectations with actual experiences, explain how the experience has changed them, and tell how the experience will serve to make them a better student, employee, family member, friend, etc.  This paper will be evaluated based on a grading rubric.

**20% Eportfolio** – Students will develop an eportfolio that includes all journal entries, the reflection paper, pictures with reflections, and video clips.  This eportfolio will be evaluated based on a grading rubric.

**20% Oral Presentation** – Students will present their experience orally to members of the college community.  This oral presentation will be evaluated based on a grading rubric.

## Academic Integrity Statement:

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.
- Students should never:
  - Knowingly represent the work of others as their own
  - Knowingly represent previously completed academic work as current
  - Fabricate data to support academic work
  - Use or obtain unauthorized assistance in the execution of any academic work
  - Give fraudulent assistance to other students
  - Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized.  For a single violation the faculty member will determine the course of action.  This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation.  The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation.  The student has right to a hearing and also to appeal any decisions.  These rights are outlined in the student handbook.