**CTEC 7970 – Special Topics in ECE: Malawi 2013**

**Special Topics Course Assignments**

**Required Texts:**

Articles, chapters, and handouts from the instructor.

**Course Description:**

Studying abroad is a transformative experience that has the power to challenge our thinking and our perspective of the world. Whether you are going abroad for the first time or fifth time, each overseas experience living within a new culture, or a somewhat familiar culture, has the potential to not only be a source of cultural information or language learning, but prepare you to communicate your growth in intercultural competence in your future career.

**Course Objectives:**

The goals of this course are listed below:

***Course Objectives***

! To support learning of intercultural knowledge

! To provide individual feedback to you as a learner to help promote deeper understanding of your experiences in the host culture

! To help you understand the value of the intercultural skill-set you acquire overseas

!! To promote reflection on how you can integrate your new perspective(s) and skill-sets into life back home

***Learning Outcomes***

! You will be familiar with intercultural literature and models, frameworks, and concepts used in intercultural development and training

! You will be able to recognize and explain the multiple layers of an overseas experience

! You will be able to articulate important intercultural skills and perspectives you have acquired/developed

! You will have the beginning of a study abroad component for a professional portfolio

This course is a building process and is highly dependent on your willingness to reflect on your experience and the intercultural skills you are developing in order to market this experience once you return. You will have a total of four assignments. Pedagogically, each assignment builds on the previous assignment in some way. The titles of the five written pieces you will be working on are listed below.

A. Establishing Expectations

B. See & Respond

C. Lens Shifting & Comparative Thinking

E. Beyond “It Was Awesome”

**Tentative Course Schedule:**

Week 1 **Module 1: Preparation for study abroad**

Establishing Expectations

Journal writings detailing any expectations that you have and why or how those expectations might be significant as your begin your summer experience.

Week 2 **Module 2: Culture – See and Respond**

Find a digital picture that best describes your experience thus far. Then describe/narrate why you chose the picture and how it portrays your overarching thoughts/feelings. The second part of this assignment asks you to think about music. What song embodies your study abroad experience? Include the song and reflect with a one-page summary of the song as it relates to your Malawian Experience

Week 3 **Module 3: Global Citizenry – Lens Shifting and Comparative Thinking**

For this assignment you are asked to make a comparison between something in your host culture and your home culture. (You can identify home culture as ethnic culture, geographical culture, gendered culture, etc.) Brainstorm ways you can market the skills you gained during your study abroad experience to fit into your future career. Take coms time and write a couple of paragraphs on the skills, experience, and knowledge areas that you are cultivating overseas. This writing sample is something that you will be able to incorporate into cover letters, application essays, and developed into talking points for interview.

Week 4 **Module 4:Preparing for re-entry: Beyond it was awesome:**

Reflect in a 3-4-page paper about how you have changed over the course of this experience. Remember to reread your expectations from the beginning of the summer and think about your experiences in the school, the orphanage, discussions and the community.

Week 5 **Module 5: Back Home:**

Case Study

**Course Requirements**:

**Class Attendance:** Class attendance is required and students will discuss experiences and readings in the evenings after working with students in the classroom and orphanage.

**Assignments:** All written assignments must be typed (unless specified otherwise) and should adhere to Standard English usage and conventions. Assignments must be presented on time. Late assignments are considered late if they are turned in after the class they are due and will be reduced by five points for each day they are late.

**Course Evaluation:**

Assignment 1: Interaction with others 20%

Assignment 2: Information log/Journal 15%

Assignment 3: Teaching/ Practicum Experience 30%

Assignment 4: Weekly Reflections/Discussion 15%

Assignment 5: Case Study 20%

**Class Policy Statements:**

Attendance Policy: Students are expected to attend all class meetings and scheduled labs. Provisions for excused absences will follow procedures outlined in the *Tiger Cub*.

Student Disabilities: AU policy for students with disabilities or special needs will be followed. If a student feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with the student and the Program for Students with Disabilities to provide reasonable accommodations to ensure that the student has a fair opportunity to perform in class. The instructor should be advised of such a disability and the desired accommodations immediately.

Academic Honesty: Refer to the *Tiger Cub*.

Resources

Bennett, M.J., (1999) Overcoming the Golden Rule: Sympathy and Empathy. In M.J. Bennett

(Ed.), Basic Concepts: Intercultural Communication. Yarmouth, ME: Intercultural Press (pp. 191­

214)

Center f or Global Education: Study abroad: now more than ever. Available at

http://www.globaled.us/now/index.html

Center f or Global Education PLATO project: Supporting diversity in study abroad. Available at

http://www.globaled.us/plato/diversity.html

Center f or Global Education Study Abroad Student Handbook. Available at

http://www. Student sabroad.com/

CIA World Fact book: Available at [http://www.odci.gov/cia/publications/f actbook/](http://www.odci.gov/cia/publications/f%20actbook/)

Global Voices weblog. http://cyber.law.harv ard.edu/globalvoices

IES, Institute f or the International Education of Students Alumni Career Resources Available at

http://www.iesabroad.org/alumniResume.do

It’s Your World: Students’ Guide to Education Abroad. A special project of  NAFSA: Association of

International Educators, SECUSSA section. Available at Studyabroad.com,

http://www. studyabroad.com/handbook/

Kalamazoo College, Project for Intercultural Communication. Available at

http://www.kzoo.edu/cip/kpic/program\_description.htm

NAFSA’s Guide to Education Abroad f or Advisers and Administrators, 2005

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). Maximizing study

abroad: A student’s guide to strategies for language and culture learning and use. Minneapolis,

MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). Maximizing study

abroad: A program professional’s guide to strategies for language and culture learning and use.

Minneapolis, MN: Center f or Advanced Research on Language Acquisition, University of

Minnesota.

Univ ersity of  Minnesota Learning Abroad Center Av ailable at

http://www.umabroad.umn.edu/index.html

Univ ersity of  Wisconsin­Madison International Academic Programs. Available at

http://www. studyabroad. wisc.edu/index.html

Univ ersity of  Iowa International Programs: Returnee Handbook Av ailable at

http://www.uiowa.edu/~uiabroad/returning/RETURNINGhandbook.html

What’s Up With Culture? (www.pacif ic.edu/culture), School of  International Studies, University of

the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education.

Av ailable at www.pacific.edu/culture

The World Bank Group: United States Data Profile. Available at

http://dev data.worldbank.org/external/CPProfile.asp?SelectedCountry=USA&CCODE=USA&CNA

ME=United+States&PTYPE=CP