

**STUDY ABROAD: DISCOVERY AND REFLECTION**  
**STUAB-3XX**

Global Education and Initiatives  
FA 2015 – Online classroom in Blackboard  
Alayne Prine

Office Location: Kanbar, Suite 102  
Office Phone: 215-951-2815

Office Hours: By Appointment  
Email: [PrineA@philau.edu](mailto:PrineA@philau.edu)

---

THERE ARE NO REQUIRED TEXTS OR SUPPLIES FOR THIS COURSE.  
THE USE OF BLACKBOARDS IS REQUIRED.

**COURSE DESCRIPTION**

(0-1-0.5) This is an online course via Blackboard. Through a variety of writing assignments (journal entries) and class discussions, this course will supplement the Study Abroad Program by providing an educational platform for reflection and understanding as the student adapts to a foreign environment. Writing assignments and discussions are an outlet for processing the study abroad experience and identifying the impact it is having on the student's international and global perspective. *Co-requisite: STUAB-300.*

**GLOBAL PERSPECTIVES HALLMARK**– Students who complete this course successfully should be able to use their writing samples as a Hallmarks folio item in support of the *Global Perspectives* learning goal. This goal allows you to find your way through a world of diversity and competing value systems. In an increasingly globalized world, you need to be able to orient yourself in a variety of different contexts and cultures. Your knowledge of world societies and civilizations helps you understand yourself and others as you manage the complexities of cross-cultural interactions.

**LEARNING OBJECTIVES** – Upon successful completion of the course the student should be able to:

- Demonstrate how key aspects of everyday life, thought, and behavior in your host country impact your own behavior and perspectives.
- Adapt to a new cultural environment through engagement with new people, new experiences, and new local/regional custom and history.
- Show interest in continuing to expand your global perspective.

## **ASSESSMENT**

Philadelphia University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Philadelphia University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

## **SUCCESSFUL COMPLETION**

This course will require 7 contact hours in the Blackboard classroom over the course of the semester, which includes participation in discussion board posts with classmates, and timely and responsible completion and posting of all writing assignments. Views should be shared in a way that allows for an open and welcoming learning environment. There may be issues on which class members hold a wide variance of opinion. It is expected that we will respect the views of others, even in times of disagreement.

## **ACADEMIC SUPPORT SERVICES**

**Gutman Library** ([www.philau.edu/library](http://www.philau.edu/library)) is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at <http://libguides.philau.edu/start>. The library building is wireless, has 80 available workstations (PCs and Macs), printers, scanners, and copiers; as well as individual and group study spaces.

**The Learning and Advising Center** provides academic resources, including information on citation and documentation, note taking, and study strategies, which are available on the Center's website.

**Technology Resources** (<http://www.philau.edu/OIT/>) For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to [helpdesk@philau.edu](mailto:helpdesk@philau.edu). University e-mail account will be used to communicate in this course, between us. Please check your e-mails and BB announcements frequently.

*Netiquette: Please note that part of your education involves learning to be professional. When communicating with your professor, you should practice the kinds of professional standards you might use with an employer. This means including some form of greeting to introduce your e-mail, and clearly explaining why you are e-mailing the professor. A closing statement and your name are also appropriate to end professional emails. "Text speak" is not appropriate in e-mails or BB postings.*

## **GENERAL ASSIGNMENT GUIDELINES**

Spelling and grammar in addition to content will be considered in all written assignments. For journal entries, students should be mindful of language used. Journal entries should be a true representation of what you are experiencing, but while still maintaining a professional demeanor. Similarly, any photos submitted with journal entries should follow the same guidelines and remain tasteful. Any written assignments other than journal entries should be typed and double-spaced unless otherwise noted. Margins should be set to 1 inch. Font sizes should be between 10-12 points (more or less is not acceptable). Recommended font styles are Times New Roman, New York. Similar font styles are acceptable. Do not submit work in *italics*, **bold** or other non-standard text formats.

## **ACADEMIC INTEGRITY**

Academic Integrity and honesty is the foundation of the Philadelphia University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Philadelphia University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Philadelphia University, the following policy has been developed and ratified by students, faculty, and staff. These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person.

Academic integrity is a policy about ethical behavior at Philadelphia University regarding one's intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, course work, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University's academic integrity policy will be subject to appropriate sanctions. The University's complete academic integrity policy is available in the 2014-15 Academic Catalog:

<http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt> and

<http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt>.

Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Learning and Advising Center's website:

<http://www.philau.edu/learning/writingguidelines.html>.

## **ATTENDANCE AND PARTICIPATION**

In accordance with University policy, students are expected to participate in class with all relevant required course materials and work. Given the online nature of this course, your timely participation is a reflection of your attendance. Journal entries and other Blackboard posts that are not posted on time are considered incomplete, and it will be assessed as though you did not “attend” class for that week.

Students who experience serious illness, family emergencies, or other crises that impact your ability to participate in writing assignments or Blackboard posts should notify the instructor as soon as possible. Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery in response to an emergency situation. Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

In addition, because this class relies on your contributions to discussions, the manner in which you participate is also important. To receive full credit for this course, you should: show that you actively support, engage, and listen to your peers in your discussion posts; make comments in class that consistently advance the discussion; and overall, consistently enhance the class’s group dynamic.

**COURSE OUTLINE** (*work in progress, but this shows a basic outline*)

| <b>Timeline</b> | <b>Reading</b>  | <b>Assignments</b>  |
|-----------------|---|---|
| <b>WEEK 1</b>   |   | <b>Discussion Board: Introductions.</b> Students are encouraged to do a video introduction, if your laptop has a built in camera, so your classmates are able to put a face with your name. |
| <b>WEEK 2</b>   |   | <b>Journal Entry #1: Managing Expectations and Stereotypes</b>  |
| <b>WEEK 3</b>   |   | Class Discussion #1: Culture Shock; Assignment #1: Culture Shock worksheet  |
| <b>WEEK 4</b>   | <a href="http://www.nationalstereotype.com/american-stereotypes/">http://www.nationalstereotype.com/american-stereotypes/</a><br>American Culture handout   | <b>Journal Entry #2: What does it mean to be American?</b>  |
| <b>WEEK 5</b>   |   | Class Discussion #2:  |
| <b>WEEK 6</b>   |   | <b>Journal Entry #3: Challenges and Adaptation – Communication and Behavior</b>   |
| <b>WEEK 7</b>   | New York Times:<br><a href="http://www.nytimes.com/2007/04/09/world/asia/09iht-engelede.1.5198685.html?pagewanted=all&amp;_r=0">http://www.nytimes.com/2007/04/09/world/asia/09iht-engelede.1.5198685.html?pagewanted=all&amp;_r=0</a><br>Wall Street Journal:<br><a href="http://www.wsj.com/articles/SB10001424052748703467304575383131592767868">http://www.wsj.com/articles/SB10001424052748703467304575383131592767868</a> | Class Discussion #3: English as a Global Language   |
| <b>WEEK 8</b>   |   | <b>Journal Entry #4: Challenges and Adaptation – Course Work and Thinking</b>   |
| <b>WEEK 9</b>   |   | Class Discussion #4   |
| <b>WEEK 10</b>  |   | <b>Journal Entry #5: Tourist vs. Traveler (Is there a difference?)</b>  |
| <b>WEEK 11</b>  |   | Class Discussion #5   |
| <b>WEEK 12</b>  |   | <b>Journal Entry #6: Perspective</b>  |
| <b>WEEK 13</b>  |   | Class Discussion #6: Global Issues, Local Solutions   |
| <b>WEEK 14</b>  |   | <b>Journal Entry #7: Global Competency</b>  |

|                |  |   |
|----------------|--|---|
| <b>WEEK 15</b> |  | Class Discussion #7:<br>Continuing to be a “Global Citizen” at home;<br>Semester wrap-up and concluding thoughts. |
|----------------|--|---|

## DISCUSSION POSTS AND ASSIGNMENTS

### Week 1 – Discussion Board: Introductions

- Each student must post in the discussion board a formal introduction. As part of their introduction, students must include their major, in what country they are studying abroad, and what University they are attending abroad. Students must also express one thing they are most excited about and one thing they are most afraid of with regard to their semester abroad. This will help set the tone for your expectations and lead us into next week’s journal entry.
- Introductions must be posted to the *Introductions* discussion board in Blackboard by Wednesday xx, 11:59 PM EST.
- Each student must respond to the introduction post of at least one classmate. Posts to your classmates should be engaging and encourage a response from the original poster. Your response to a classmate must be posted by Friday xx, 11:59 PM EST.

### Week 2 – Journal Entry #1: Managing expectations and Stereotypes.

- Leading up to departure it is common for students to have many expectations about what the host country and host culture will be like. For this journal entry I want you to think about what your expectations were leading up to your departure, by reflecting on the following questions. What did you expect the host culture to be like? How did you expect the people to behave? Where did these expectations or thoughts come from? Were they based on research you had done, or were they based on stereotypes? Now that you have spent a week within the host culture, have your expectations changed? How and why?
- Post a 500 word journal entry to Blackboard by Wednesday, xx, 11:59 PM EST.
- Read the journal entries posted by your classmates and respond to at least one. Posts to your classmates should be engaging and encourage a response from the original poster. Your response to a classmate must be posted by Friday xx, 11:59 PM EST.

### Week 3 – Class Discussion #1: Culture Shock

- In this week’s discussion board, post a definition of what culture shock is to you. Then find a YouTube video that embodies your definition of culture shock and include it in your discussion board post for the rest of the class to see. Explain why you chose this video and how it exemplifies your definition. Entry must be posted by Wednesday xx, 11:59 PM EST.

- Each student must respond to the Culture Shock post of at least one classmate. Posts to your classmates should be engaging and encourage a response from the original poster. Your response to a classmate must be posted by Friday xx, 11:59 PM EST.
- Complete the attached “Culture Shock Absorber” worksheet based on an experience you had within your host country. Post your completed worksheet to the Assignment #1 drop box by Sunday xx, 11:59 PM.

#### **Week 4 – Journal Entry #2: What does it mean to be American?**

- Read this week’s provided reading materials, which describe several definitions and examples of American culture as well as common stereotypes about Americans. After reading these materials, post a journal entry reflecting on the following questions: How many of the stereotypes are true? Are they all true? Why or why not? Before going abroad, how did you define American culture? Now that you have spent several weeks as a foreigner in another culture, how many stereotypes do you believe the local people in your host country would say are true for you? Has your viewpoint about what American culture is changed at all since your arrival in the host country?
- Post a 500 word journal entry to Blackboard by Wednesday, xx, 11:59 PM EST.
- Read the journal entries posted by your classmates and respond to at least one. Posts to your classmates should be engaging and encourage a response from the original poster. Your response to a classmate must be posted by Friday xx, 11:59 PM EST.

#### **Week 5 – Class Discussion #2:**

#### **Week 6 – Journal Entry #3: Challenges and Adaptation – Communication and Behavior**

#### **Week 7 – Class Discussion #3: English as a Global Language**

- Read the two articles posted by the New York Times and the Wall Street Journal, which express different views about the use of language across cultures. Post your response to the articles in the discussion board. Here are some questions to consider in the discussion with your classmates.
- As a native English speaker studying in a foreign culture, how do these articles resonate with you? Do you favor the argument from one article over the other? Why or why not? Do you think native English speakers should try harder to learn other languages? What is the value of being multi-lingual if English really is becoming a global language? If you are a non-native English speaker, please share your thoughts on the articles and comment on your personal experience needing to learn English and primarily communicate in English when it is not your native language. You should all include examples from your own study abroad experience to support your argument.

- Original entry must be posted by Thursday xx, 11:59 PM EST.
- Each student must respond to the Culture Shock post of at least one classmate. Posts to your classmates should be engaging and encourage a response from the original poster. Your response to a classmate must be posted by Sunday xx, 11:59 PM EST.

**Week 8 – Journal Entry #4: Challenges and Adaptation – Course Work and Thinking**

**Week 9 – Class Discussion #4**

**Week 10 – Journal Entry #5: Tourist vs. Traveler (Is there a difference?)**

**Week 11 – Class Discussion #5**

**Week 12 - Journal Entry #6: Perspective**

**Week 13 – Class Discussion #6: Global Issues, Local Solutions**

**Week 14 – Journal Entry #7: Global Competency**

**Week 15 – Class Discussion #7: Continuing to be a “Global Citizen” at home**

- 
- Semester wrap-up and concluding thoughts.