



COURSE OUTLINE

Course Number	Course Title	Credits
STA 101	Study Abroad Seminar	1

Hours: lecture/Lab/Other	Co- or Pre-requisite	Implementation sem/year
1 lecture		Fall 2022

Catalog description:

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.

Revision date:

January 2022

Course coordinator:

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General Education Category:

Not GenEd

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. (ISBN-10: 0972254501, ISBN-13: 978-0972254502)

Suggested Online resources:

- **What's up with Culture**, <http://www2.pacific.edu/sis/culture/>, University of the Pacific
- **Culture Matters**, https://files.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf
Textbook Units 1-3, 6-8, and 11-13, US Peace Corps (ISBN 0-9644472-3-1)

Course Student Learning Outcomes (SLO)

Upon successful completion of this course the student will be able to:

1. Describe the value of their study abroad experience [Supports ILG #1, 8, 9]
2. Discuss intercultural differences between host culture and home culture [Supports ILG #1, 8, 9].
3. Evaluate how their pre-departure expectations about the host culture have been impacted by the study abroad experience [Supports ILG #1, 8, 9].
4. Demonstrate how lessons learned from their study abroad experience integrate back into their everyday life and have changed them [Supports ILG #1, 8, 9].

Course-specific Institutional Learning Goals (ILG).

Institutional Learning Goal 1. Written and Oral Communication in English.

Students will communicate effectively in both speech and writing.

Institutional Learning Goal 8. Diversity and Global Perspective:

Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action.

Students will understand ethical frameworks, issues, and situations.

Units of study in detail.

Unit I Pre-Departure Expectations (Supports Course SLO #2, 3)

Learning Objectives

The student will be able to...

- establish expectations about their SA experience and host culture.
- understand culture and how it impacts their ability to understand and function in a new and unfamiliar environment.
- identify skills, attitudes, and behaviors they will find useful in the host country.
- collect and organize thoughts in portfolio format.

Unit II In-Country Awareness (Supports Course SLO #2, 3)

Learning Objectives

The student will be able to...

- analyze the cultural differences they are observing in the host country
- explain the cultural differences in comparison to their home country.
- evaluate the value of these cultural differences in their current life.
- collect and organize thoughts in portfolio format.

Unit III Reflection and Re-entry (Supports Course SLO #1, 4)

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.
- compile thoughts and ideas about the study abroad experience that could be used in a job search.
- capture significant thoughts and feelings as they return home.
- compare SA expectations to actual experiences and interpret their significance to life.
- share study abroad experience with college community.
- collect and organize thoughts in portfolio format.

Evaluation of student learning:

60% Unit Assignments - students will be evaluated in each unit according to the activities specific to that unit.

Unit 1: Pre-Departure Expectations

- Assignment #1 - Students will describe their understanding of culture and differences between cultural, personal, and universal behaviors. Students will describe their understanding of stereotypes and generalizations. Students will describe key US and personal values related to individualism, equality, time, meritocracy, activity, risk taking, formality, personal efficacy, and directness. Students will compare their national and personal values to their expectations of the values of the country they will be visiting.

Unit 2: In-Country Awareness

- Assignment #2 – Students will document instances of culture shock which include culture euphoria, confrontation, adjustment, and adaptation. Students will classify aspects of their experience into 4 phases of cultural awareness (unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence). Students will compare various nonverbal communication such as hand gestures, eye contact, touch, personal space, and silence to their national and personal experiences.

Unit 3: Reflection and Re-entry

- Assignment #3 – Students will describe what re-entry to the US means to them, what they will miss most/least about the abroad experience, and what about the US and their personal culture have they learned to appreciate more/less.

20% Reflection Paper – Assignment #4 – 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. Students will respond 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/graduate program.”

20% Oral Presentation – Students will present their experience orally to members of the college community.