LAS 291 Global Perspectives for Intercultural Learning

Instructors: Dr. Nicole Lamers & Kelly White
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Moodle Site: learn.illinois.edu

LAS 291
1. In-person on campus for 1 x 2.5 hour session the semester prior to departure for a semester or academic year program abroad

This course is linked to LAS 292, which will be taken while abroad
2. Online session for the equivalent of 8 x 1 hour sessions the semester while abroad
3. In person on campus for 3 x 1 hour sessions the semester upon return to campus

OVERVIEW

As our university seeks to encourage the development of global competencies, critical, constructive, and creative thinking can help you learn and develop from your international experiences even more holistically. Guided reflection is cited as a way to provide study abroad students with the valuable opportunity to discuss what they are learning, reflect about it, and discern ways to apply the knowledge gained through their experiences.

This is a holistic approach and is justified on the basis that the value added from study abroad should not only help students develop their intellectual thinking, but also gain a better sense of themselves and to build the global perspectives and intercultural competencies needed to engage with others not like themselves.

To this end, this course, in conjunction with LAS 292, which you will take while you are abroad, is designed to provide you with guided reflection that encourages learning outcomes connected to global learning and intercultural competence by requiring you to explore the relationship between 3 phases of the study abroad journey through the lens of a self-determined personal learning goal.

This course will ask you to consider how your journey might be articulated as a value-added global learning experience as you move forward to the next stages of your educational and/or professional careers.

To do this, you will be required to use your own study abroad experience as the object of inquiry for the course. This means you will need to compare and contrast the real-world people, situations and institutions you engage with while abroad with that of your pre-departure notions and purposes for studying abroad. In this LAS 291, you will be asked to prepare for that type of engagement, while gaining skills in intercultural communication and evaluating your own global perspectives.

Finally, by encouraging you to critically and constructively assess your experiences, the course
aims to shift your thinking away from a personal (intercultural) appreciation of difference and to consider the notions and perspective of the host society, and more broadly, how those notions translate into a more global perspective.

**LEARNING OBJECTIVES**

1. Support students preparedness for their study abroad endeavor, from both a procedural and academic perspective

2. Help students focus on ways in which their study abroad experiences augment the acquisition of new knowledge, skills, attitudes, and awareness important to intercultural communication and relationships

3. Help students communicate, through skills-based language, how the study abroad experiences augmented the development of new knowledge, skills, attitudes, and awareness important to intercultural communication and relationships as a value-added global learning experience

4. Assist students in defining, assessing and developing their global perspectives

**COURSE MATERIALS**

The course draws from a number of texts, as well as articles and multimedia sources. All of the course materials will be available through Moodle. Course materials are used to complete assignments and course assignments and instructions are provided within each phase’s schedule table within Moodle.

**GRADING:**

**LAS 291**

1. **Pre-Departure** in-class attendance = 15pts
2. **Pre-Departure** discussion posts = 20 pts (4 @ 5pts ea.)
3. **Pre-Departure** online Quizzes = 30pts (6 @ 5pts ea.)

Total 65 points

Final grades are calculated using the percentage of total points earned as outlined below:

S = 39-65 points
U= 0-38 points
ATTENDANCE AND LATE WORK

Attendance does not mean mere presence; you are expected to participate in the course discussions and breakout groups.

Unavoidable absences include a serious medical condition or contagious illness, a serious family engagement or a professional commitment (e.g., a family wedding, a job interview). Even if you have a valid reason to miss on-campus sessions, you are responsible for completing online Moodle exercises.

Work that is handed in late may be marked down 10% per day (not per class). If you anticipate difficulty completing your work on time, please email instructors before assignment deadlines so that we can work out an accommodation.

No work can be submitted after May 11, 2018.

A NOTE ABOUT RESEARCH AND ACADEMIC HONESTY

In completing your assigned work for this course, you should feel free to consult your seminar handouts, your in-country program’s class notes, encyclopedias and other reference books, and any notes from previous courses. On-line resources are especially suitable for investigation of official government population statistics, languages and services and useful in other regards too; but when it comes to historical material, caution is advised: be sure you understand who has posted this material, and the degree to which it has been vetted and can be considered authoritative.

You are encouraged to consult with your peers in both your in-country program and especially with LAS 291 fellow students and facilitators. Plagiarism is a form of fraud. Students who “borrow” passages of text, argument structures, or specific arguments from an external source without providing a proper citation for that source are committing an act of plagiarism. Plagiarism includes:

- Copying verbatim a phrase, sentence, paragraph, or passage from an external source or series of sources (including a friend’s paper) without using quotation marks and providing a formal citation
- Handing in identical work for two or more courses
- Purchasing an essay from a “paper mill,” or recycling a paper written by another person
- Cutting and pasting material from widely available online sources (e.g: Wikipedia, Amazon). Even if these state “not copyright material,” you are still required to acknowledge their author and the source.

Plagiarism does not include:

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- Borrowing or adapting (with proper citation) an idea or argument from an external source to strengthen your own analysis
Making a statement that is common knowledge, for example: “Joseph Conrad wrote several novels based on his career in the British merchant marine.”

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**ASSIGNMENT DESCRIPTIONS**

**Online Discussion Posts (Pre-Departure):**

Online discussion posts will prompt you to reflect and expand upon the themes of the in-person meeting and to help you hone in on a personal learning goal. These posts should be brief, in the range of 250-500 words.

**Online Learning Modules & Quizzes**

Online learning modules serve as a means to help you understand and complete the required steps you need to take to ensure a safe and successful academic experience. The modules are 100% online.

**SCHEDULE**

The Schedule & Instruction table (within Moodle) contains the assignment pages that you need to complete. There are 3 columns in the table and six assignment links in separate rows. Click links under assignment column for assignment instructions. The due dates for each assignment are listed in the right hand column of the corresponding row.
LAS 292: Global Perspectives in Cross-Cultural Contexts

Instructors: Dr. Nicole Lamers & Kelly White
Office Hours: by appointment Office: 2045 Lincoln Hall
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Course Moodle Site: learn.illinois.edu

Prerequisite: LAS 291 Global Perspectives for Intercultural Learning

LAS 292

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GRADING:

LAS 292

4. In-Country journal entries=20pts (4 @ 5pts ea.)
5. In-Country forum posts=20pts (4 @ 5pts ea.)
6. Re-Entry in-class attendance=15pts (1 @ 15pts ea.)
7. Re-Entry online assignments=15pts (3 @ 5pts ea.)
8. Final Project= 30pts

Total 100 points

A+ = 98-100   B = 83-87   C- = 70-72   Less than 60 = F
A  = 93-97     B- = 80-82   D+ = 68-69
A- = 90-92     C+ = 78-79   D = 63-67
B+ = 88-89     C = 73-77   D- = 60-62

ATTENDANCE AND LATE WORK

One unexplained absence from on-campus sessions (no notification of valid reason beforehand or proof of valid absence afterward) will reduce your final grade by 10%. Unavoidable absences include a serious medical condition or contagious illness, a serious family engagement or a
professional commitment (e.g., a family wedding, a job interview). Even if you have a valid reason to miss on-campus sessions, you are responsible for completing online Moodle exercises for each session.

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ASSIGNMENT DESCRIPTIONS

In-Country Forum Posts

The forum assignments are the structure in which you gather information from your study abroad locations that support your learning goal. For example, they’ll ask you to find a local media source, do a site observation, conduct an informal interview and report on what you’ve learned from each assignment. These posts and should be brief, in the range of 250-500 words.

Original Journal Posts (In-Country)

Journal entries for this course are to be posted on the course Moodle site, rather than a blog. Requirements for journal posts are: a response to the prompt with a minimum of 250 words (about a couple paragraphs). However, you should feel free to write as much as you feel the need to. Instructors will provide private feedback for your story telling and expressive journal entries. Please note that these journals are between student and instructor; they will not be judged on getting anything ‘right or wrong’, but rather on the effort to think through the experience. If that means that you are grappling with a difficult situation or a certain disappointment, that is perfectly appropriate – it is part of the process. The goal is to come to understand the source of that difficulty or disappointment.

Online Discussion Posts (Re-Entry):

Online discussion posts will prompt you to reflect your experiences in a way to help you develop a message to communicate the value added to your education as a result of studying abroad.

Final Project (Re-Entry)

The final project should demonstrate the ways in which your study abroad experience has contributed to global learning. This final project is a cumulative project that draws on all the phases of the course, from pre-departure to re-entry. You will have the option of either a reflexive essay or multimedia project.

The format of the final project could be compared to the method of autoethnography. Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience. A
researcher uses tenets of autobiography and ethnography to do and write autoethnography. Thus, as a method, autoethnography is both *process and product*. When researchers do autoethnography, they retrospectively and selectively write about experiences that stem from, or are made possible by being part of a culture and/or by possessing a particular cultural identity. However, in addition to telling about experiences, autoethnographers should analyze these experiences. And in order to accomplish the analysis of experience, the autoethnographic texts will require comparing and contrasting personal experience against existing research. In other words, the final project will not only narrate the personal journey of the study abroad experience in all its phases, but it also requires you to use the personal narrative of the journey in conjunction with course literature, media, assignments and your personal learning goal.

This can be thought of as a CUE: a thing said or done that serves as a signal to an actor to begin their speech or performance. You will have the opportunity in the re-entry portion of this course to workshop ideas with other class participants in the reflexive write-up of your experience abroad. In the development of the final project, you will be cued to: (1) **Connect** individual experiences with individual personal learning goals, (2) **Understand** culturally rooted reasons for your development, and (3) **Evaluate** how your study abroad experience has expanded your worldview and the skills that this has afforded you…and then plan how you may apply new knowledge, skills and dispositions towards future endeavors.

We will work through the write-up process in the re-entry phase through workshops. However, the project is a reflexive piece, not a report of your findings. It will be a 6-10 pages (double spaced, 12 point font) essay, or 4-6 minute multi-media piece that is a crafted tale of your journey, and how your journey has influenced the ways in which you:

1. **Connect** your individual experiences to ways in which you began to...
2. **Understand** how you interpret your own values and how that effects your interpretation of the values of other countries and societies in order to…
3. **Evaluate** your own cultural self-awareness and understanding of yourself in a wider global context as a result of the knowledge gained through your experiences. This evaluation is for the purpose of…
4. Planning how you may apply and communicate the knowledge you gained from your international experiences as a skill or a set of skills.

**SCHEDULE**

**(Details provided within the course Moodle)**