

Course Syllabus

EdPA 3103: Global Identity: Connecting Your International Experience to Your Future

Term: Spring Semester 2009

Faculty: Prof. R. Michael Paige

Teaching Assistant (*primary contact – your TA will contact you*)

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Credits: 1 Credit

1. Course Rationale

Studying abroad is a transformative experience that has the power to challenge our thinking and our perspective on 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 to prepare you to communicate your growth in intercultural competence to future employers or during the application/interview process for graduate/professional school.

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 five 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. Descriptions of each are further explained in detail later on in the syllabus.

- A. Establishing Expectations
- B. See & Respond
- C. Lens Shifting & Comparative Thinking
- D. Job Skills + Overseas Experience = A Step Ahead of the Rest
- E. Beyond “It Was Awesome”

“How does this course build on itself?” you may be asking.

You need to know your own expectations (A) in order to know how and why you may be responding to the environment around you.

The depth of how critically you analyze that which you are experiencing (B) is going to impact the way in which you frame shift and...

Are able to make deeper comparisons relation to your life at home (C).

between your experience overseas in

All of this then leads to identifying the skills that are relevant within your field/industry and making connections (D) between what you are experiencing and the job skills/knowledge areas/experiences that are desirable to your intended industry or area of research (in the case of graduate/professional school).

This further leads you to developing a way to think about and talk about your study abroad experience that goes beyond simply saying, “It was awesome” (E).

2. Instructional Strategies

As this course is designed to be flexible to accommodate study abroad students, it will be offered on-line during the course of your study abroad experience. You will be asked to interact with and submit assignments to your instructor (TA), whose name and contact information are listed above, via e-mail.

3. Things to Keep in Mind as You Begin & Course Logistics

There is a dual learning agenda for this course: (1) developing your language/intercultural communication skills and understanding of culture general constructs that can be used internationally, nationally, and locally and (2) beginning work on key essays/documents that demonstrate your intercultural development and can be used for a professional portfolio in a job search or graduate/professional school application process.

Intercultural studies and intercultural communications are both interdisciplinary fields that draw from anthropology, sociology, psychology, communications and linguistics. As you begin doing the readings, you may find some aspects of the texts to seem like common sense. That's what's fascinating about intercultural learning; there are always these layers, like layers of an onion, which you have to peel back before you can truly see what's inside. It is your job to take what you are learning and apply it to what you are experiencing, and apply it to the course content for use in the future.

Class Ground Rules:

This course is a collective effort that requires the participation and contribution of our shared thoughts and ideas. As your instruction team, we will commit to provide you with targeted feedback on your projects, we will promote new ways of thinking about something you have presented, and/or challenge you to see things from a different perspective. In turn we expect you to do the class readings, take time to reflect on what you are reading and how it relates to your study abroad experience, submit assignments that are well-edited, and submit assignments in a timely manner.

How much work is involved in a 1-credit course?

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. Since this is an on-line course, a lot of that learning time is in your hands.

Resources & Assistance:

We all come into the classroom with varying learning styles. Our brains work in different ways in terms of processing information, storing it, and integrating it through written assignments. Below are a few of the many resources that the University of Minnesota offers in assisting you in your studies and personal academic growth. You can contact these offices even from afar. Do not hesitate to contact your TA if you need academic support of any kind. Whether you are currently working with Disability Services, or have personal insight into something that helps you in the knowledge generation/learning process, please know that we are willing to find ways to work with you.

Center for Writing (on-line services available)

227 Lind Hall; 612-626-7579

<http://writing.umn.edu/sws/>

Offers all University of Minnesota students free, individualized writing instruction.

Disability Services

McNamara Alumni Center, East Bank; 612-626-1333

<http://ds.umn.edu/Students/Enrolled/>

Offers assistance, information and support to students with identified disabilities.

Learning and Academic Skills Center

109 Eddy Hall, East Bank; 612-624-3323

<http://www.uccs.umn.edu/index.html>

Multicultural Center for Academic Excellence

Minneapolis: Klaeber Court, East Bank; 624-6386. St.

Paul: 195 McNeal Hall; 612-626-3787.

<http://www.mcae.umn.edu/acadsupport.html>

Overview of course assignments:

Below is an overview of the course assignments. Due dates will be set by your TA according to when you arrive in-country. All assignments should be double-spaced using 12 font.

Pre-Departure assignment**#1 Establishing Expectations** ** due before you leave**

- Send your TA an e-mail detailing any expectations that you have, and why/how they might be significant as you begin your semester overseas (we will be coming back to this at the end of the course).

In-country assignments**#2 See and Respond :choose and write about ONE of the following**

- Send your TA a digital picture that best describes your experience. Then describe/narrate why you chose the picture and how it portrays your overarching thoughts/feelings about the experience thus far. **OR**
- This second assignment option asks you to think about music. What song embodies your study abroad experience for you thus far, and why?

#3 Lens shifting and comparative thinking

- For this week's 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.).

#4 Portfolio emphasizing your study abroad experience

- Brainstorm ways you can market the skills you gained during your study abroad experience to fit into your future career resume or graduate school application.
- Take some time and write a couple of paragraphs on the skills, experiences, 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
 - Developed into talking points for interviews

#5 Preparing for re-entry: reflect on how you have changed over the course of the semester

- Answer some questions about how you think you and others have changed over the course of the semester. Take some time and write out answers to the questions in *MAXSA* (pp. 145-146) that you find significant and relevant to what you are thinking about right now and how you are feeling.

#6 Revision and final draft of assignment #4 - OPTIONAL**Create a portfolio that helps emphasize your study abroad experience: Final Draft**

- Rethink assignment #4 and re-submit a clean copy to your TA for feedback.

** With the exception of assignment #6, each of the above assignments must be submitted to your TA in a timely manner in order to receive credit for the course, **these are the only REQUIRED assignments**. Note: there are other readings and reflection questions listed for each of the 14 weeks you are in-country as time allows. If your TA has elected to have a course forum, you are encouraged but not required to post your thoughts/questions/experiences to your section's forum and respond to those of others. But remember, this is NOT REQUIRED!

4. Course Assignments

Before you look at the course assignments below, **keep in mind the readings aren't very long and can be done when you have time. Readings are not meant to be a source of stress. Rather they are included as part of the course to help you process your experience and introduce you to language that will help you talk about and explain your own intercultural development.** The readings are assigned to mediate the growth process we presented at the beginning of the syllabus. There are only five written assignments you will be turning in over the course of the semester which, if done well, can serve as writing samples for your academic portfolio (either as a hard copy or to be uploaded in an on-line portfolio).

Readings can be accessed through UMN's E-Reserve System: <http://eres.lib.umn.edu/eres/coursepage.aspx?cid=1316> - Password: X834sAr

Please remember that due to copyright laws the readings posted in the e-reserve system are strictly for those enrolled in EdPA 3103. Since some of the readings are book chapters, you may want to ensure the quality of the PDF prior to attempting to read it on-line (you may want to print it out).

Week	Readings	Assignment due
WEEK 1 (PRIOR TO DEPARTURE) Establishing Expectations TURN IN ASSIGNMENT	Paige, et. al. <i>Becoming familiar with culture: The iceberg analogy; Understanding the ways cultures can differ in values; and Strategies for keeping a journal</i> (optional) pp. 46-54, 63-75, & 119-123. Excerpts from <i>Maximizing Study Abroad</i> .	Establishing Expectations: Detailed assignment is outlined below.
WEEK 2	Adler, P. <i>Culture Shock and the Cross Cultural Learning Experience</i> . Paige, R.M. <i>On the nature of intercultural experiences & intercultural education</i> . Paige, et. al. <i>Adjusting</i> . pp. 91-106.	When reading the Adler & Paige chapters, think about the different skill sets that you identify as coming out of an experience where you are dealing with difference, ambiguity and stress (i.e. I am able to persevere in situations where expectations are not initially defined).
WEEK 3 See & Respond TURN IN ASSIGNMENT	Class notes: See & Respond	See & Respond: Detailed assignment is outlined below.
WEEK 4	Chua, H.F, Boland, J.E., & Nisbett, R.E. (2005). <i>Cultural variation in eye movements during scene perception</i> . Merali, Z. <i>Westerners & Easterners see the world differently. (Overview of Chua, Boland, Nisbett article – not required.)</i> Paige, R.M., et al. <i>Strategies for Developing Intercultural Competence & Strategies for Making Cultural Inferences</i> (107-111 & 113-117).	When reading the Chua, Boland, Nisbett article and Paige, et. al. chapters, think about the concept of seeing below the surface. What are the less obvious, more culturally nuanced differences in your host country that you have observed thus far? Also, can you think of a situation you have encountered that merits the use of the describe, interpret, evaluate model (presented in readings on pages 113-117)?
WEEK 5	Yershova, DeJaeghere, & Mestenhauser. <i>Thinking not as usual</i> . (At minimum, read pp. 53-63 although the whole article provides a more broad picture of intercultural competence and comparative thinking).	What types of “thinking” are you cultivating in your overseas experience & how does this differ with the way you typically “think” when at school in the U.S.? List some attributes of comparative thinking – how have you demonstrated these thus far in your study abroad experience?

WEEK 6 Lens Shifting & Comparative Thinking TURN IN ASSIGNT.	Class notes: Lens Shifting & Comparative Thinking	Lens Shifting & Comparative Thinking: Detailed assignment is outlined below.
WEEK 7	Hart, P.D. <i>How should colleges prepare students to succeed in today's global economy?</i> Saphiere, D.H.; Kappler Mikk, B.; & Ibrahim DeVries, B. Benefits of communication style fluency: What does this ticket get me? (pp. 21-43).	What experiences are you having abroad that match what employers are looking for in young graduates? What are ways effective intercultural communication can be an asset across context and cultures?
WEEK 8	Bennett, M.J. <i>Intercultural communication: A current perspective.</i> Trooboff, S., Vande Berg, M., Rayman, J. (2008). <i>Employer attitudes toward study abroad.</i> Schaetti, B.; Ramsey, S.; & Watanabe, G. <i>Personal Leadership: Making a World of Difference.</i> (OPTIONAL)	Based on Bennett's article, how have communication (verbal, non-verbal or speech acts) differences impacted your integration into the culture? In looking at the personal qualities Trooboff, et al. outline, which are most relevant to you? Why?
WEEK 9 **If your host country has poor internet connection and you are concerned about being able to watch a streaming video, email your TA for an alternative assignment.**	Watch one of the UMN Career Services on-line presentations you think will be valuable for your career/grad/professional school pursuits: http://www.career.umn.edu/breeze.html We recommend portfolios or interviewing. PLUS , read & critique the sample student interview posted on Moodle. What did the student highlight well about her SA experience and job interests, what could she have explained better and how?	As you are watching the videos, jot down notes on ways to highlight your study abroad experience, & ways to better market yourself as someone who has now had significant exposure to another culture and intercultural communications. *** Take a look at next week's assignment and work on it. ***
WEEK 10 Job Skills + Overseas Experience TURN IN ASSIGNT.	Class notes: Job Skills + Overseas Experience	Job Skills + Overseas Experience: Detailed assignment is outlined below.
WEEK 11	Not all programs are 14 weeks in length. For those of you on programs that are 14+ weeks, take this week to reflect on your readings and look ahead to the last assignment.	
WEEK 12 Beyond "It Was Awesome" TURN IN ASSIGNMENT	** Re-read your expectations assignment you sent at the beginning of the semester** Paige, et. al. <i>Preparing to return home.</i> pp. 143-156. Zemach-Bersin, T. American students abroad can't be 'global citizens'. <i>Chronicle of Higher Education.</i>	Beyond "It Was Awesome": Detailed assignment is outlined below.
WEEK 13	- If you are sending in the job skills + overseas experience assignment for additional edits, take time this week to work on it. - Make sure that you have sent your TA all five assignments.	
WEEK 14 OPTIONAL ASSIGNT.	Safe travels! Whether you are remaining in your host country, preparing to explore a new country, or heading home.	OPTIONAL: Send in clean-copy of your Job Skills + Overseas Experience Assignment for final feedback. Make sure to include 1) 2-3 bullet points to be used in a resume/CV. 2) 2-3 paragraphs outlining skills/knowledge areas that you have developed over the course of your

A. ESTABLISHING EXPECTATIONS – Week 1 (Prior to departure for study abroad)

Due date: Prior to departure for your host country.

Reading List:

Paige, R. M., Cohen A.D., Kappler B., Chi, J., & Lassegard, J. P (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use (Second Edition)*. Minneapolis, MN: Center for Advanced Research on Language Acquisition. **. (Reading titles on the E-Reserve Link: *Becoming familiar with culture: The iceberg analogy; Understanding the ways cultures can differ in values; and Strategies for keeping a journal* (optional))

Take 2 minutes (really only 2 minutes) and brainstorm all the expectations or assumptions that you have about your host country. If you are studying in Senegal it may be something as simple as not all roads will be paved, if you are going to Japan it could be everyone always eats with chopsticks. It could be that you expect your host family to be a nuclear family – parents and two children – or that your American roommate abroad is going to be as excited about studying abroad as you are. You could also look a little deeper and share an expectation such as, “Being a female in country X is going to be challenging as women are not afforded the same rights as I am accustomed to in the U.S. and I think it is going to impact my ability to say what I am thinking.”

Assignment: Send me an e-mail detailing any expectations that you have, and why/how they might be significant as you begin your semester overseas (we will be coming back to this at the end of the course). Students have requested the length of written assignments be included in course instructions.

** As you prepare for and begin your overseas experience, you may want to consider keeping a journal (*Strategies for keeping a journal*, pp. 119-123), collecting things for a scrapbook, or archiving photos as way to track the changes (either changes in how you perceive the world, changes in how you feel about what is going on around you in your host country, or a change in hairstyle – the last is an attempt at a joke) that take place over the course of the semester. You might not see the benefit now, but having some sort of tangible take away from your time abroad might be desirable once you return.**

B. SEE & RESPOND (Week 3)**Due date:** Week 3**Reading for this week (week 3): Class notes – See & Respond****By this point you should have read:**

Adler, P. (1975). Culture shock and the cross cultural learning experience.

Paige, R.M. (1993). On the nature of intercultural experiences and intercultural education. In *Education for the Intercultural Experience* (pp. 1-19) edited by R. M. Paige. Intercultural Press (second edition).

Paige, R. M., Cohen A.D., Kappler B., Chi, J., & Lassegard, J. P (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use (Second Edition)*. Minneapolis, MN: Center for Advanced Research on Language Acquisition. pp. 46-54, 63-75, 91-106, & 119-123 (optional).

This assignment is designed for you to begin to see what you are observing, the cultural differences that stand out for you and what value those cultural differences may hold. Here's a little secret, even with globalization there are cultural differences (and yes, even if you are studying in an English speaking country there are cultural and communication differences). If observing difference seems obvious to you, try to start to think beyond the "above water" iceberg differences (clothing, personal distance, methods of worship, gestures, food) and begin to think about the differences that lie below the surface of the iceberg (views on equality, religious beliefs, relationship with the environment, attitudes toward sexuality). More on this analogy can be found in the *Maximizing Study Abroad Guide*, pp. 46-54.

Assignment: Choose and write about ONE of the following

What cultural lens are you viewing your experience through? What holds importance for you? How can you portray this experience to others, and discuss the differences you are encountering? **Pick one of the assignments below** and give us a snapshot into your creative-cultural mind. Complete the assignment and then go back and re-read what you have written. The overarching question to any of these assignment choices is:

What is the message you want your reader to take away with them about what you are saying/writing?

This last question is important because the overall message of what you say or write is going to be the focal point of any job or graduate/professional school interview. What you say in a cover letter or at a lunch hosted by a potential employer is going to impact what others think of you and your perceived fit in a certain position or in a particular program.

Note: The "I" and "me" in the following sections refer to TA Kate McCleary

1) A Picture is Worth a Thousand Words

Do you know the origin of this phrase (a picture is worth a thousand words)? As of February 26, 2008 Wikipedia (http://en.wikipedia.org/wiki/A_picture_is_worth_a_thousand_words) states this proverb has roots in the writing of Fred R. Barnard in the trade journal Printers' Ink. Barnard attributes it to a Chinese proverb that has been linked back to Confucius. Russian Ivan Turgenev, a writer, and the infamous Napoleon Bonaparte are also credited with saying various renditions of the phrase.

Buying a postcard is sometimes difficult, why? For me the difficulty lies in trying to decide how I want to portray my experience to my friends and family. What postcard or picture best encapsulates what this experience is all about? Send us a postcard!!! Not literally of course, but send us a digital picture that best describes your experience. Send along text (2-3 pages double-spaced) to describe/narrate why you chose the picture and how it portrays your overarching thoughts/feelings about the experience thus far.

As you do this, think about your voice that is coming through. Are you making broad generalizations, are you being ethnocentric or ethnorelative (*Maximizing Study Abroad Guide*, pp. 107-111), what is the message you want your reader to take away with them about this experience? How do you think your choice of photo and rationale will come across to others?

Or you could choose to write about #2

2) ***"I know I ain't changed, but I know I ain't the same."* ~ *The Wallflowers, One Headlight***

(<http://www.youtube.com/watch?v=HfBsfl1YOr0>)

While you probably aren't familiar with the lyrics to this Wallflowers classic, I chose it for a reason. It embodies the spring of my senior year of high school when I drove around in my 1981 Oldsmobile Royale with friends, worked nights and weekends at a toy store, and tried to envision what college would be like. Or how about Lou Bega's Mambo No. 5 (<http://www.youtube.com/watch?v=WsjevQ7ZtCc>). This song was the background for the first semester I spent in Madrid, Spain. Just listening to it I am transported to a smoky club with friends, both Spanish and American, where we would have broken conversations in Spanish and English about world politics or about the differences in dating/relationships between Spain and the U.S., and danced until 6:00 a.m.

In sharing these snippets from my past, I am trying to illustrate the importance of how symbols (in this case a song) impact the associations that we make with the world around us. Symbolic interpretation out of psychology (Alonso Vera and Herbert Simon are seminal scholars in this field – their 1993 article in *Cognitive Science*, 17, pp. 7-48 - <http://www.nbu.bg/cogs/personal/kokinov/COG507/Situated%20Action.pdf> can be referenced if you'd like additional information) and the notion of symbolic interactionism out of sociology (Goffman's work above is considered symbolic interactionism from a dramaturgical perspective - [http://www.public.iastate.edu/~s2005.soc.401/SI\(mar07\).pdf](http://www.public.iastate.edu/~s2005.soc.401/SI(mar07).pdf)) speak to the significance of how we interact with the world around us, and what different things in our environment hold meaning to us and why. Music, art, public transportation, a particular food - - any of these things could hold meaning for you in terms of your study abroad experience.

This second assignment option asks you to think about music. What song embodies your study abroad experience for you thus far, and why? Is it a song in English or a foreign language? Why might that question be of importance? What does your song choice say about the overarching mood or tone to this experience? Is the song somber and mellow or rhythmic and dynamic? How might this relate to your overall cultural adjustment (*Maximizing Study Abroad Guide*, pp. 91-106)? If you can find the song on the web, send us a link to your song choice. Either way, send us song title/artist and write a little bit about the questions listed above.

C. LENS SHIFTING & COMPARATIVE THINKING (Week 6)

Due date: Week 6

Reading for this week (week 6): *Class notes – Lens Shifting & Comparative Thinking*

By this point you should have read:

- Chua, H.F, Boland, J.E., & Nisbett, R.E. (2005). Cultural variation in eye movements during scene perception. *Proceedings of the National Academy of Sciences of the United States of America*, 102(35), pp. 12629-12633.
- Merali, Z. (2005). Westerners and Easterners see the world differently. NewScientist.com. Retrieved on March 6, 2008 from <http://www.newscientist.com/article.ns?id=dn7882>. (**Only if you haven't read the Chua, Boland, Nisbett article**)
- Paige, R. M., Cohen A.D., Kappler B., Chi, J., & Lassegard, J. P (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use (Second Edition)*. Minneapolis, MN: Center for Advanced Research on Language Acquisition. **Chapters:** *Strategies for Developing Intercultural Competence* (p. 107-111) and *Strategies for Making Cultural Inferences* (p. 113-117) - plus chapters from previous weeks).
- Yershova, DeJaeghere, & Mestenhauser. (2000). Thinking not as usual. *Journal of Studies in International Education*. Spring.

For this week's 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.). This "something" could be politics, child-rearing, dating, environmental concerns, education, business, religion, poverty, and/or countless other things. In making this comparison, keep in mind that you should know something about the topic you choose to write about both in your host culture and home culture. ***The paper should be well-edited and demonstrate your ability to make ethnorelative cross-country and/or cross-cultural comparisons on significant issues that are of importance to you.***

Note: The "I" in this example refers to TA Kate McCleary

Example: If I was completing this assignment I might pick something like high school principal training between the U.S. and Uganda. I got my M. Ed. in a program that also trained high school principals, and I served as a researcher on a project focused on high school principal training in Uganda in August 2007 and May 2008. I would be able to talk about (1) the school system in both countries, (2) the educational levels needed to be principal, (3) opportunities for professional development in both contexts, and (4) how principals are selected, and the "hot topics" in training issues for both countries.

This assignment continues to build on your reflective practices, writing skills, and description of what you are learning. This assignment could be used in an interview (either for a job or graduate school) in response to a question such as, "Tell me a little bit about what is different between Argentina and the U.S." Taking some time to write this now will give you a solid piece to return to in prepping for interviews.

D. JOB SKILLS + OVERSEAS EXPERIENCE (Week 10)**Reading for this week (week 10): *Class notes – Job Skills + Overseas Experience*****Due Date:** Week 10***By this point you should have read:***

Bennet, M.J. (1998). Intercultural communication: A current perspective. From Bennett, J.J. *Basic Concepts of Intercultural Communication: Selected Readings* (pp. 1-34). Yarmouth, Maine: Intercultural Press.

Hart, P.D. (2006). How should colleges prepare students to succeed in today's global economy? Research conducted on behalf of the Association of American Colleges and Universities.

Saphiere, D.H.; Kappler Mikk, B.; & Ibrahim DeVries, B. (2005). Benefits of communication style fluency: What does this ticket get me? (pp. 21-43). Yarmouth, Maine: Intercultural press.

Schaetti, B.; Ramsey, S.; & Watanabe, G. (2008). *Personal Leadership: Making a World of Difference* (pp. 3-16 & 35-37). **(Optional)**.

Trooboff, S., Vande Berg, M., Rayman, J. (2008). Employer attitudes toward study abroad. *FRONTIERS: The Interdisciplinary Journal of Study Abroad*. XV(Winter 2007-2008), pp. 17-33.

And watched:

At least one of the UMN Career Services on-line presentations: <http://www.career.umn.edu/breeze.html>

And (mentally) critiqued (you don't have to write anything – just read the interview):

The *Post-Study Abroad Interview* with the student who is majoring in art and minoring in French (posted on Moodle).

Starting Your Portfolio Pieces:

Compiling thoughts and ideas of your experience and what those things add to your professional and/or academic toolkit while in the moment will enable you to return to the U.S. with key components of a professional portfolio.

What do we mean by a professional portfolio? A professional portfolio is a collection of your best work samples that you can use to market your skills and experiences. Your study abroad experience is an integral part of your college experience that you will want to do the most to market all that you are learning and experiencing as you move into a professional career and/or continue on within academia. If you haven't attended a workshop at your home institution on career and/or graduate/professional school planning, we suggest you take a look at the University of Minnesota's on-line presentation that walks you through what is involved in putting together a professional portfolio (Professional Portfolios: <https://umconnect.umn.edu/portfolios/>).

For this assignment we are asking that you begin to think about skills and experiences that are highly regarded for whatever field you are looking to go into. We are going to link these to the way(s) you have demonstrated these skills during your time overseas. This assignment has two parts:

Part 1: List skills that are important to your field of interest and then list some experiences you've had overseas that relate to those skills.

Part 2: Write two paragraphs about this experience that could be used in a cover letter, application essay or as talking prompts for an interview & 2-3 resume points that highlight what you have done/learned/gotten out of this experience.

PART 1 – MAKE A LIST***Career/Graduate/Professional Program:***

BRAINSTORM & MAKE A SIMPLE LIST OF THE FOLLOWING:

- **Skills** – What skill sets does your career or graduate/professional program expect?
- **Experiences** – In your opinion, which of your overseas experiences would be thought highly of by a future employer or graduate/professional school?
- In what way(s) have you furthered these skill areas and been exposed to different experiences in studying abroad thus far?

I am a student studying in Montpellier, France and I want to go into a career in marketing - - specifically marketing for media companies or marketing for clothing lines/apparel.

Job/Industry or Graduate/Professional Program	Skills	Experience
Marketing THIS IS ONLY AN EXAMPLE	Organized, ability to multi-task, detail oriented, outstanding communication skills for work with in-house team and clients, monitor trends in clientele, strong writing skills for weekly reports and correspondence with clients	<i>Living with a host family with two young children</i> (I am going to relate this to my ability to communicate and work well in group settings. It also shows my openness to working on unknown project). <i>French class</i> (I had to write weekly paragraphs for my French teacher on the French culture and customs. I got accustomed to making sure to plan my time so that I was able to write something of substance that showed my French teacher that I had put thought into the observations I was making, and I also took a lot of time to edit my work so my grammar and vocabulary were well-edited).

I am a sociology major studying on the MSID program in Quito, Ecuador. I would like to go to graduate school for Sociology when I graduate from college.

Job/Industry or Graduate/Professional Program	Skills	Experience
Graduate studies in Sociology THIS IS ONLY AN EXAMPLE	Strong written and oral communication; ability to read multiple texts, synthesize ideas and add a new perspective on the literature; interest in looking at more macro-level issues confronting groups; creative thinkers; and strong qualitative and quantitative research skills.	<i>Journal writing</i> (As part of my internship outside Quito, I am keeping a journal of my experiences working on a project promoting indigenous rights. In maintaining a journal, I am practicing a qualitative research technique that I could later employ in conducting an ethnography). <i>Internship working on indigenous rights</i> (there is a lot of literature that already exists on the group of people I am working with and their long struggle to be recognized and given equal rights. My final paper brings in some of this research, but also highlights how my experiences working in the field have provided a new perspective of looking at indigenous rights from an outside lens).

PART 2 – TYPE UP A COUPLE OF PARAGRAPHS AND RESUME POINTS

Now, take some time and write a couple of paragraphs on the skills, experiences, 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/or develop into talking points for interviews or bullet points for a resume.

Think about your audience, their knowledge of what you are describing, and how to make clear connections between your experience and the skills/experiences/knowledge areas that your field is looking for. Remember, writing about “soft skills” is appropriate. You want to be making integrative, reflective statements about what you are experiencing and how that will relate to future jobs and/or graduate studies.

Final Products: 2 paragraphs about this experience that could be used in a cover letter, application essay or as talking prompts for an interview. 2-3 bullet points that highlight what you have done/learned/gotten out of this experience.

If you need a prompt try responding to the question below that could potentially be posed in a job interview or grad./professional school interview:

“I see from your resume you studied abroad in _____. Tell me, how has that experience made you a better candidate for this job/graduate program?”

E. BEYOND “IT WAS AWESOME” (Week 12)**Due date:** Week 12**By this point you should have read:****** Re-read your expectations assignment you sent at the beginning of the semester****Paige, et. al. *Maximizing Study Abroad*. **Chapter:** *Preparing to Return Home* (pp. 143-156).Zemach-Bersin, T. American students abroad can't be 'global citizens'. *Chronicle of Higher Education*.

You are a few weeks away from the end of the semester. For some of you this means returning back to the U.S., for others this means that you have 4-6 more months living overseas. In re-reading your expectations from the beginning of the semester, how much has held true? What surprised you? What will you never forget?

For those of you returning home:

As Dr. Paige writes on page 147, “Culture shock is the expected confrontation with the unfamiliar; re-entry shock is the unexpected confrontation with the familiar.” When heading home, there is a tendency to fall into a pattern that when asked how your study abroad experience was, you might initially want to simply respond, “It was awesome.” There are many reasons for this short, quick, response that at times satisfies your audience. What you have experienced is complex, it is very personal, and it is something that the questioner may not have ever experienced before.

This week's assignment asks you to answer some questions about how you think you and others have changed over the course of the semester. Take some time and write out answers to the questions in *MAXSA* (pp. 145-146) that you find significant and relevant to what you are thinking about right now and how you are feeling. This will hopefully also give you something to share with others about how much of an impact studying overseas has had in your life.

For those of you remaining overseas (in your current host country or another country):

Discuss your thoughts after three to four months in-country in relation to your pre-departure goals for this year. What were your fears and expectations prior to studying abroad? What has materialized and what has not? If there are objectives you have yet to accomplish, how will you realize them? Describe, interpret, and evaluate what you are experiencing, observing, and/or feeling. Consider the DIE model (Paige, et al., *Maximizing Study Abroad*, p. 115-117) and the iceberg analogy (*Maximizing Study Abroad*, p. 117) when completing this assignment.

OR

Send your TA thoughts on whether or not you agreed with and/or liked the Tayla Zemach-Bersin article. Zemach-Bersin claims that spending a semester abroad does not make you (as a study abroad student) a "global citizen" due to the social/political/ historical power inequities that exist internationally. Do you agree with Ms. Zemach-Bersin? Why or why not? Your submission for this assignment should be **3-4 pages double-spaced in length**.

5. Evaluation of Student Performance

Course Grading Policies, 1-Credit Course Load, & Scholastic Dishonesty

EdPA 3103 is a course designed to assist students in reflecting on their culture and language learning, and how their overseas experience will be incorporated into their future lives, careers, and studies. Most of the intercultural learning for this course will occur in your everyday lives. These assignments are designed to complement that learning by means of reflective writing. Each of you will be responsible for the quality of the work you produce. Grading for the course is on an S/N basis, and will conform to established University of Minnesota procedures:

(http://www.onestop.umn.edu/onestop/Grades_Transcripts/GradesFAQ.html)

- All students will receive either an S or N on each of their completed assignments.
- **All assignments must be turned in to receive a final grade for the course.**
- All assignments must be handed in on-time unless prior arrangements have been made with the course instructor.
- If a student receives an “N” on an assignment, the student has the option of redoing the assignment in order to improve his/her grade. A student can redo an assignment once per module.

How much work is involved in a 1-credit course?

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. Since this is an on-line course, a lot of that learning time is in your hands.

Scholastic Dishonesty: “Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.”

~ <http://www1.umn.edu/oscai/integrity/faculty/syllabus.html>

Student Code of Conduct: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

6. Deadline for Dropping the Course

The course follows the regular add/drop policy of the University of Minnesota. You will have two weeks from your official program start date to request that the Global Identity course be dropped. We strongly recommend that you use these two weeks to assess the level of your internet access on-site and to begin the assignments.

If you submit your request after the two-week drop/add period, the course will appear as a "W" on your University of Minnesota transcript.

If you submit your request after the final eight-week drop/add period, you will not be allowed to withdraw, and you will receive the grade that you’ve earned for the course (S or N).

Review the Learning Abroad Center's Academic Policies website:

(www.umabroad.umn.edu/policies/academic/registration.html) for more details.

6. Course Readings

- Adler, P. (1975). Culture shock and the cross cultural learning experience.
- Bennet, M.J. (1998). Intercultural communication: A current perspective. From Bennett, J.J. *Basic Concepts of Intercultural Communication: Selected Readings* (pp. 1-34). Yarmouth, Maine: Intercultural Press.
- Chua, H.F, Boland, J.E., & Nisbett, R.E. (2005). Cultural variation in eye movements during scene perception. *Proceedings of the National Academy of Sciences of the United States of America*, 102(35), pp. 12629-12633.
- Hart, P.D. (2006). How should colleges prepare students to succeed in today's global economy? Research conducted on behalf of the Association of American Colleges and Universities.
- Merali, Z. (2005). Westerners and Easterners see the world differently. NewScientist.com. Retrieved on March 6, 2008 from <http://www.newscientist.com/article.ns?id=dn7882>.
- Paige, R. M., Cohen A.D., Kappler B., Chi, J., & Lassegard, J. P (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use (Second Edition)*. Minneapolis, MN: Center for Advanced Research on Language Acquisition. pp. 63-75 & 119-123
- Paige, R..M. (1993). On the nature of intercultural experiences and intercultural education. In *Education for the Intercultural Experience* (pp. 1-19) edited by R. M. Paige. Intercultural Press (second edition).
- Saphiere, D.H.; Kappler Mikk, B.; & Ibrahim DeVries, B. (2005). *Communication Highwire* (pp. 21-43). Yarmouth, Maine: Intercultural press.
- Schaetti, B.; Ramsey, S.; & Watanabe, G. (2008). *Personal Leadership: Making a World of Difference* (pp. 3-16 & 35-37).
- Trooboff, S., Vande Berg, M., Rayman, J. (2008). Employer attitudes toward study abroad. *FRONTIERS: The Interdisciplinary Journal of Study Abroad*. XV(Winter 2007-2008), pp. 17-33.
- Yershova, DeJaeghere, & Mestenhauser. (2000). Thinking not as usual. *Journal of Studies in International Education*. Spring.
- Zemach-Bersin, T. American students abroad can't be 'global citizens'. *Chronicle of Higher Education*.