

COURSE SYLLABUS

COURSE TITLE/NUMBER: EDUC 291: USING THE WORLD AS A CLASSROOM

(Continuous enrollment course. Participants have the equivalent of two quarters to complete coursework.)

CREDITS: Variable: 5-10 credits (quarter hour credits)

Students who plan to use this course to fulfill specific curriculum areas should discuss transfer options and obtain written approval from a counselor or study abroad advisor at their own college/university PRIOR to enrollment in this course.

These credits are considered restricted electives for Washington State residents attending Seattle Central College and may apply toward the elective area of the Associate of Arts degree; however, they may not transfer to other Washington colleges and universities.

Note: 10-credit option includes all coursework for 5-credit course plus 2+ months travel/research project, and three additional projects. Job, internship, volunteer activity must be part of travel/project.

FEES: Please refer to website:
<https://seattlecentral.edu/programs/alternate-programs/travel-study>
Click on Policies and Procedures (see Costs and Refund Policy)
(Course fee subject to change)

PREREQUISITES: None

COURSE DESCRIPTION:

Research outside the classroom is now a reality. Pick a travel destination, select a research topic, start gathering research data on your topic and combine them all into a learning experience. This is a self-paced experiential study course designed to maximize your learning and travel experiences. Opportunities to conduct a mini-ethnography along with research on practically any aspect of your travel experience including activities which are social, political, geographical, literary, recreational, historical, scientific and/or cultural in nature.

Seattle Central College is fully accredited by the Northwest Commission on Colleges and Universities.

COURSE GOALS:

This course provides students with an opportunity to learn about the history, culture, economy, politics, and/or development of the host country through independent research. Students are also able to reflect on their experiences abroad as they are occurring thereby enhancing their understanding of other cultures. Audience is projected to be students from all over the USA who wish to conduct travel/study research in coordination with an instructor.

PROGRAM OUTCOMES:

1. Document research skills as evidenced by selection of books, scholarly journals, outside readings and critical analysis of these works.
2. Examine differences in foreign/domestic cultures, economies, politics, art, history, sports, scientific advancement, humanities, literature, etc.
3. Recognize, accept and seek to develop the uniqueness of each individual of the world as evidenced by discussion of such in journal writings.
4. Investigate a specific topic based on travel experience using active learning methods such as on-site study, historic site visitation, libraries, archives, cultural events, museums, etc. Such methods have a direct emotional and intellectual impact on students that would be difficult to achieve in a classroom setting.

INSTRUCTOR: To be determined

AMERICAN DISABILITY ACT:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with your instructor, or if you need special arrangements, contact your instructor as soon as possible.

INSTRUCTOR'S EDUCATIONAL PHILOSOPHY:

Experiential education is but one tool to help nurture the learning desire of undergraduate students. Course participants will describe themselves and their experiences, if appropriate, as members of the global community, and will value the views of diverse peoples, cultures, places, etc.

STUDENT OUTCOMES:

Upon completion of this course, participants will be able to:

1. Engage in reflection, which incorporates self-assessment and analysis of the learning that has occurred as a result of the travel/study experience.
2. Select articles and journals, etc. related to the travel/study experience and analyze them critically.

3. Recognize, understand, and appreciate cultural diversity and articulate knowledge gained through journal entries, self-evaluation/reflection report, and special project.
4. Conduct a mini-ethnography of the host country.

METHODS OF INSTRUCTION:

1. There is no physical site or classroom. Students communicate with instructor via email or Zoom.
2. Students will use the Internet to access resources and evaluate information sources according to external criteria, such as the author's credentials, the timeliness of the information, the genre of the source, etc.

STUDENT ASSIGNMENTS:

1. A JOURNAL must be maintained during the travel/study period. It is to contain notes, observation on places visited, personal contacts, interviews, geographical points of interest, museums, libraries, leisure-time activities, historic sites visited, specific cultural traits noted, learning experiences, tourist points, etc. This may be submitted electronically via e-mail or in hard copy format.
2. MINI-ETHNOGRAPHY: The purpose of this exercise is to allow you to put yourself in a "first encounter" situation and allow you to practice a little ethnography on a personal level. Ethnographers study human culture by researching artwork, houses, tools and other material products of a culture. They also devote much research to a culture's non-material creations, including its music, religious beliefs, symbols and values. They can also study social relationships in human groups such as marriage, family life, authority and conflict. This project should give you a chance to conduct research directly on the area, people, culture, historic sites, politics, art, music, society, history, education, foreign relations, geography, scientific research, leisure-time activities, etc. of the area/region you are spending your travel/study period. In order to meet the requirements of this exercise I am asking you to do the following:
 - a. During your travel, find an event occurring within a community of people you know little or nothing about. The more distant the cultural/ historical/geographic/social context from your own the better. Possible events include an art show, musical performance, political speech, party, dance, family gathering, museum, tour, historic site tour, wedding, religious service, recreational activity, foreign school attendance, etc.
 - b. Once you have selected an event, write up what you think you will encounter. What do you think the environment will be like? What will the people be like? What will I experience? Also describe any feelings that you might be experiencing.
 - c. When you finally arrive and begin to participate in and observe the activities, I want you to DESCRIBE what you see, hear, smell, touch, taste; don't analyze, just describe. Begin with the surrounding environment, the people in it, the activities taking place, the use of space, etc. Pretend that you are creating a description for someone who is sightless.
 - d. After you feel that you have done justice to the practice of description, begin asking the three questions posted by ethnographers: What do these people do (are doing)? How do they do it? Why do they do it that way? Thus begins your analysis.

- e. Summarize your thoughts and feelings: Why was this a good, or not so good, experience? What did you learn about yourself? Are you more or less likely to continue to encounter new situations in the future? What would you do differently?

NOTE: Project may be submitted in hard copy format and mailed directly to instructor or via e-mail attachment.

3. CRITICAL THINKING PAPERS: Read and analyze two articles from two different journals (try if possible to locate a scholarly journal which usually means it is a signed article with a bibliography usually written by expert in their field) from fields such as counseling, education, psychology, history, political science, humanities, ethnic studies, cross-cultural studies, women's studies, business and economics, international studies, gender studies, etc. on a topic related to any aspect of your travel/study experience. Answer the following questions and attach a copy of the article to your sheet. Use free online databases to search for your articles if you don't have access to your college library.

- a. Title of article, full title of journal, date, page numbers.
- b. Author of article, author's qualifications or basis of authority. Was this author qualified to write on this topic? Why or why not? If no information is available, what do you think, based on the article and your critical judgment? Explain. (Hint: Use Contemporary Authors, Directory of American Scholars or other library reference tool to locate biographical data).
- c. Brief summary of article (main points and conclusion).
- d. Validity of information: What type of evidence does the author give for any claims that are made? Are sensational claims made? Are several viewpoints or just one presented?
- e. Author's motivation: Why was this article published? (Example, to sell something, publicize new research data, provide information or clarification).

INTERNET OPTION: You may submit two articles from electronic journals appearing on the Internet. These may be submitted via electronic format to instructor.

4. Student must select one additional project from list below:
 - a. Slide/tape; video; photo journal may be submitted pertaining to research topic or travel destination site(s). Prefer duplicate copy, but original will be returned if requested.
 - b. Lesson Plan: Prepare a one- to three-day lesson plan for your students that integrate information and experiences that you gained from your travel/study abroad. Include in the lesson plan any materials that are to be distributed to the students.
 - c. Annotated Bibliography: Submit a two-page annotated bibliography on any aspect of your travel/study research project. Try to include a variety of sources including books, journals, newspapers, government documents, media, interviews, etc. Use a college research paper manual as a format guide such as the MLA, APA, or Turabian style manual.
 - d. INTERNET OPTION:

- a. Locate 10 sites on the Internet that relate in some way to your travel destination.
- b. Evaluate all 10 sites in terms of accuracy, usefulness, authoritativeness of author, timeliness, and research potential.
- c. Provide the URL address for each site.
- d. Trace your steps by telling what search engine(s) you used to locate each site; links you followed to final site. Do for each of the 10 sites. Possible Search Engines to use can include, but are not limited to, Google and Yahoo.
- e. Submit all items from a-d in electronic format (e-mail attachment) or paper format.

CALENDAR/SCHEDULE:

Students may enroll anytime. All course requirements must be submitted to instructor for grading before the end of the quarter (or within 2 quarters from date of enrollment).

FEEDBACK TO STUDENT/COURSE POLICIES:

Journal (200 points): Evaluation criteria includes, but is not limited to, clearly presented observations, creative thought and imagination and appropriateness.

Mini-Ethnography (500 points): Evaluation criteria includes, but is not limited to, format, content, appropriateness, organization, analysis, originality and summarization skills.

Critical thinking papers (150 points each = 300 total): Evaluation criteria includes, but is not limited to, journal selection, critical thinking research and analysis, author critique and article summarization.

Additional project (150 points).

GRADING STRUCTURE:

A	4.0 - 3.9	Excellent	1035+ points
A-	3.8 - 3.5		
B+	3.4 - 3.2		
B	3.1 - 2.9	High	951 - 1034 points
B-	2.8 - 2.5		
C+	2.4 - 2.2		
C	2.1 - 1.9	Average	805 - 950 points
C-	1.8 - 1.5		
D+	1.4 - 1.2		
D	1.1 - 0.9	Minimum	500 - 804 points
D-	0.8 - 0.7		
E	0.0	Failure	0 - 499 points

NOTE: Seattle Central College awards numerical grades.

**** IMPORTANT NOTICE FOR STUDENTS ENROLLING IN 10-CREDIT OPTION ****Additional Course Requirements:

1. Two extra critical thinking papers related to volunteer project, employment, and/or internship which required the additional travel/research time.
2. One extra project selected from #4, items a-d.

Grading Structure for 10-credit Option:

A	4.0 - 3.9	Excellent	1440+ points
A-	3.8 - 3.5		
B+	3.4 - 3.2		
B	3.1 - 2.9	High	1280 - 1439 points
B-	2.8 - 2.5		
C+	2.4 - 2.2		
C	2.1 - 1.9	Average	1120 - 1279 points
C-	1.8 - 1.5		
D+	1.4 - 1.2		
D	1.1 - 0.9	Minimum	960 - 1119 points
D-	0.8 - 0.7		
E	0.0	Failure	0 - 959 points

EVALUATING OUTCOMES AND ASSESSMENT FORMS

Upon enrollment, a questionnaire will be sent to each enrollee to study whether this "self-guided" and "self-paced" aspect of learning met with their needs and approval. It will ask how valuable the course was to them in this manner, what they felt was missing and what portion of this course was the most helpful to them in their educational plans.

HONOR SYSTEM

It is expected that each student will prepare his or her own assignments and that any assignments submitted will be the sole work of the student.

Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated.

Violation of these rules will be considered **Misconduct** under the student code WAC 132-F-120-110. Students suspected of misconduct will be referred to the Dean of Student Development Services. Students found guilty of misconduct will forfeit all fees and credit will be denied.

GENERAL INFORMATION:

Terms of Enrollment: Enrollment in travel/language courses does not constitute admission to the college. Students who are not attempting to earn a degree or certificate are registered as non-matriculated students.

Time Limitations: Students have two quarters to complete courses and will receive a “Y” (on-going) grade on grade reports until all coursework is completed. One extension (for one additional – or 3rd – quarter) will be granted at a cost of \$50/extension. (Please note: The “Y” will remain on transcripts if students do not complete courses.)

Please note: Seattle Central is on a quarter system. Approximate dates are as follows:

Summer:	Last week in June through mid-August
Fall:	Last week in September through mid-December
Winter:	First week in January through March
Spring:	First week in April through mid-June

Refund Policy: To receive a refund, a student must submit a written request (mailed or e-mailed) to the Cooperative Education Office. No refunds will be given once the quarter of enrollment officially ends. Please note: If you are taking two quarters to complete coursework, no refunds will be granted during the second quarter.

Final Grade/Transcripts: If you receive a “Y” for your course, the Cooperative Education Office will submit a grade change to the Registrar's office as soon as the grade is received from the instructor.

To obtain information on how to order official transcripts, please go to:

<https://seattlecentral.edu/enrollment-and-funding/enrollment-and-admissions/registration/records-and-transcripts>

There is a fee for official transcripts.

Change of Name/Address: Students are responsible for providing current contact information to the Cooperative Education Office. Delivery of mail to the last address on record constitutes official notification to students.

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