COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.
   a. Submitted by the College of: Education
   b. Department/Division: Curriculum & Instruction
   c. Is there a change in “ownership” of the course? YES NO
   d. What type of change is being proposed? Major Minor
   e. Contact Person Name: Dr. Linda Levstik
   f. Requested Effective Date: Semester Following Approval OR Specific Term:

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: EDC 554
   b. Full Title: Culture, Education, and Teaching Abroad
   c. Proposed Prefix & Number: EDC 554
   d. Proposed Title: No Change
   e. Current Transcript Title (if full title is more than 40 characters): Culture, Education & Teaching Abroad
   f. Proposed Transcript Title (if full title is more than 40 characters): No Change
   g. Current Cross-listing: N/A
   h. Proposed – ADD Cross-listing (Prefix & Number): EPE 554
   i. Proposed – REMOVE Cross-listing (Prefix & Number): N/A
   j. Current Grading System: Letter (A, B, C, etc.)
   k. Proposed Grading System: Letter (A, B, C, etc.)
   l. Current number of credit hours: 3
   m. Proposed number of credit hours: 3

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series*;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same “hundred series,” as long as the other minor change requirements are complied with. [RC 1/15/09]
### COURSE CHANGE FORM

#### h. Currently, is this course repeatable for additional credit?  
**YES** ☐  **NO** ☒

**Proposed to be repeatable for additional credit?**

**YES** ☐  **NO** ☒

**If YES:**

**Maximum number of credit hours:***

**If YES:**

**Will this course allow multiple registrations during the same semester?**

**YES** ☐  **NO** ☒

#### i. Current Course Description for Bulletin:  
Introduction to theory and practice of intercultural communication, cross-cultural (especially international experience), and teaching with a global perspective, plus an opportunity for country-specific research. Required for those wishing to student teach overseas.

**Proposed Course Description for Bulletin:**

#### j. Current Prerequisites, if any:

**Proposed Prerequisites, if any:**

#### k. Current Distance Learning (DL) Status:

- **N/A**
- **Already approved for DL** ☒
- **Please Add** ☐  **Please Drop** ☐

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.*

#### l. Current Supplementary Teaching Component, if any:

- **Community-Based Experience**
- **Service Learning**
- **Both**

**Proposed Supplementary Teaching Component:**

#### 3. Currently, is this course taught off campus?  
**YES** ☐  **NO** ☒

**Proposed to be taught off campus?**

**YES** ☒  **NO** ☐

#### 4. Are significant changes in content/teaching objectives of the course being proposed?  
**YES** ☐  **NO** ☒

If YES, explain and offer brief rationale:

_____  

#### 5. Course Relationship to Program(s).

##### a. Are there other depts and/or pgms that could be affected by the proposed change?  
**YES** ☐  **NO** ☒

If YES, identify the depts. and/or pgms:

_____  

##### b. Will modifying this course result in a new requirement for ANY program?  
**YES** ☐  **NO** ☒

If YES, list the program(s) here:

_____  

#### 6. Information to be Placed on Syllabus.

##### a. Check box if changed to 400G or 500.

If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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6 You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

7 In order to change a program, a program change form must also be submitted.

Rev 8/09
COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDC554
Proposal Contact Person Name: Linda Levstik
Phone: 257-3230
Email: llevs01@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC</td>
<td>12/9/2011</td>
<td>Parker Fawson / 257-0767 / <a href="mailto:parker.fawson@uky.edu">parker.fawson@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>EPE</td>
<td>4/2/2012</td>
<td>Alan DeYoung / 7-3846 / <a href="mailto:ajdey@uky.edu">ajdey@uky.edu</a></td>
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External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision§</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate Council</td>
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<td>Graduate Council</td>
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<tr>
<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
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<td>University Senate Approval</td>
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</table>

Comments:

§ Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.

Rev 8/09
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, distance learning is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at [http://www.uky.edu/USC/New/forms.htm](http://www.uky.edu/USC/New/forms.htm)).

<table>
<thead>
<tr>
<th>Course Number and Prefix: EDC 554</th>
<th>Date: 12/1/11</th>
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</thead>
<tbody>
<tr>
<td>Instructor Name: Linda Levstik</td>
<td>Instructor Email: <a href="mailto:llevs01@uky.edu">llevs01@uky.edu</a></td>
</tr>
</tbody>
</table>

Check the method below that best reflects how the majority of course of the course content will be delivered.

- [ ] Internet/Web-based
- [ ] Interactive Video
- [x] Hybrid

### Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

   Course provides both face to face and online instructional and communication components. The synchronous components of the course delivery provide opportunities for interaction with faculty and students aboard. The instructor will be available for virtual office hours via Skype. Compliance to Senate Syllabus guidelines: see attached syllabus.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student’s experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

   The course already involves communication and interaction with those from other cultures that will be maintained in the hybrid approach. Moreover, those experiences may even be extended through the use of virtual communication tool and resources. Textbooks and resources of the DL program at UK (such as online reserves and the DL librarian services) will also ensure a commensurate experience as with the current f2f offering.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

   The course is offered via the UK’s password protected online delivery tools, Adobe Connect and Blackboard. As a hybrid course exams and assessments will be conducted in f2f settings. The UK policies on attendance, academic offense, etc. will be maintained as required.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

   No

   If yes, which percentage, and which program(s)?

---

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs

Revised 8/09
Distance Learning Form

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<tr>
<td><strong>5.</strong> How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</td>
<td>The services and resources of the UK DL program, CELT provide these support services (<a href="http://www.uky.edu/celt/">http://www.uky.edu/celt/</a>). Students are apprised of these services, web links and resources in the course syllabus.</td>
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**Library and Learning Resources**

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<td><strong>6.</strong> How do course requirements ensure that students make appropriate use of learning resources?</td>
<td>When appropriate to course content and objectives students can and will be apprised of writing support services, technical support and/or accommodations needed. They are responsible for following up on these referrals.</td>
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<td><strong>7.</strong> Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</td>
<td>Students will need to be responsible for access to the minimum connection requirements for the use of Adobe Connect, interactive meeting software with both synchronous and asynchronous options. These are attached, and include DSL speed connection, audio headset with audio-test compliant capabilities (<a href="http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm">http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm</a>) and webcam options, if desired.</td>
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**Student Services**

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<tbody>
<tr>
<td><strong>8.</strong> How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</td>
<td>The syllabus contains the information for students to access help and technical support services, e.g. CELT at <a href="http://www.uky.edu/celt/">http://www.uky.edu/celt/</a>.</td>
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<tbody>
<tr>
<td><strong>9.</strong> Will the course be delivered via services available through the Teaching and Academic Support Center?</td>
<td>Yes ☒  No ☐  If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</td>
</tr>
</tbody>
</table>

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs  
Revised 8/09
**Distance Learning Form**

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. All fields are required!

### 10. Does the syllabus contain all the required components, below? Yes

- [ ] Instructor’s virtual office hours, if any.
- [ ] The technological requirements for the course.
- [ ] Procedure for resolving technical complaints.
- [ ] Preferred method for reaching instructor, e.g. email, phone, text message.
- [ ] Maximum timeframe for responding to student communications.
- [ ] Language pertaining academic accommodations:
  - “If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.”
- [ ] Information on Distance Learning Library Services ([http://www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS))
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu

### 11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Linda Levstik  
Instructor Signature:

---

**Abbreviations:**  
TASC = Teaching and Academic Support Center  
DL = distance learning  
DLP = Distance Learning Programs  

Revised 8/09
EDC 554/EPE 554: Culture, Education, and Teaching Abroad
Fall 2011

Syllabus

Instructor: Dr. Linda S. Levstik
Phone: 257-3230*
Email: llevs01@uky.edu

Office: 349 DH
Fax: 257-1602

Office Hours: Tues. 3:00 - 5:00 p.m.
and by appointment for Skype:

* You are more likely to contact me via email than phone. I am working on several projects that involve travel away from campus and more easily access email than my office phone.

Course Goals

This course is designed to prepare you to work and live in another country by helping you:

- Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation,
- Recognize and adapt to cultural variation,
- Prepare for living and working cross-culturally,
- Develop instructional strategies for teaching about cultural variation.
- Act as a cultural mediator when you return to the U.S.

<table>
<thead>
<tr>
<th>Goals/Learning Outcomes</th>
<th>Evaluation/Assessment (Descriptions of these assessments below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation,</td>
<td>Amigo Experience/reflective paper</td>
</tr>
<tr>
<td></td>
<td>Reading/Movie Responses (4)</td>
</tr>
<tr>
<td>Recognize and adapt to cultural variation</td>
<td>Where I’m From. . .</td>
</tr>
<tr>
<td></td>
<td>The Stranger Experience</td>
</tr>
<tr>
<td>Prepare for living and working cross-culturally,</td>
<td>All class activities</td>
</tr>
<tr>
<td>Develop instructional strategies for teaching about cultural variation.</td>
<td>Portfolio Assignment</td>
</tr>
<tr>
<td>Act as a cultural mediator when you return to the U.S.</td>
<td>All class activities</td>
</tr>
</tbody>
</table>
Activities, readings, and discussions are designed to help you think about and get organized intellectually and practically for an overseas experience. We will occasionally invite guests to class to share their expertise in cross-cultural adaptation and teaching.

Emphasis is placed on preparing you to teach in another country, but students who will be working in other areas may adjust assignments to accommodate their international plans. For those planning to teach in another country, this course is intended to help you address selected performance criteria related to Kentucky’s Initial and Experienced Teacher Standards (accessible at http://www.kyepsb.net/teacherpre/expstandards.asp):

Standard 2: Demonstrates Knowledge of Content by examining student learning in specific content areas related to Kentucky Core Content, national content standards, and international standards.
Standard 3: Designs/Plans Instruction based on supportable theory and research for cross-cultural contexts.
Standard 7: Reflects/Evaluates Teaching/Learning based on learning goals and objectives
Standard 10: Provides leadership within school/community/profession.

**Required Reading/Viewing**

**Books**

**Films**
The Last Emperor
Whale Rider
Rabbit Proof Fence
Motorcycle Diaries

*Note: Additional readings may be distributed in class or via Blackboard. You will also use additional sources related to your course assignments. Keep up with the readings! Class discussions are richer and more useful when everyone has completed the assigned readings.*

**Ethics Policy**

1. Regular, punctual attendance and full participation in class meetings are essential elements in the success of this class. Class members are expected to actively participate in class discussions, complete all reading assignments, and submit written work according to the dates listed on the schedule. Late assignments and unexcused absences will result in a grade reduction. Persistent (3 or more) absences will result in a failing grade in the course.
2. Students are expected to comply with all university regulations regarding academic integrity. Work submitted must be original, sources acknowledged (APA style), and claims warranted.
3. During class discussion, participants will be respectful of diverse/ divergent views.
4. As a courtesy to all, turn off cell phones and other media not part of class activity/discussion.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Grade Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amigo Experience/reflective paper</td>
<td>60 pts</td>
</tr>
<tr>
<td>Reading/Movie Responses (4)</td>
<td>40 pts</td>
</tr>
<tr>
<td>Where I’m From . . .</td>
<td>10 pts</td>
</tr>
<tr>
<td>The Stranger Experience</td>
<td>20 pts</td>
</tr>
<tr>
<td>Portfolio Assignment</td>
<td>60 pts</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10 pts</td>
</tr>
</tbody>
</table>

200 pts

A=180-200 (90%-100%)

B = 160-179 (80% – 89%)

C = 140-159 (70% – 79%)

D= 120-139 (60%-69%)

F= below 120

Graduate student assignment: Research-based Amigo paper developed in consultation with the instructor.

*Important Information Regarding Assignments:*

**Format for Assignments:**

- We will be using Blackboard for online submissions of assignment:
  - Go to http://www.elearn.uky.edu
  - Follow on-screen directions.
  - You will be given additional directions in class on how to submit work.

- All papers should be submitted as follows:
  - Header should include: EDC 554, your name, assignment ID (i.e. Homework#1).
  - Number pages at bottom middle of each page.
  - Spell-check all work prior to submission and keep a back-up. Papers not carefully edited will be returned for editing once with no penalty. Thereafter grade will be lowered one letter grade.

- Be aware that Blackboard records all submission dates and times, so make sure assignments are submitted by the deadline. Barring a significant emergency, late papers are not accepted. In order for you to get feedback on your papers it is necessary for papers to be turned in on time.

- **Do not give me loose papers**, place them on my desk, slide them under my door or put them in my hand. Submit work via Blackboard unless I specifically direct otherwise.

**Feedback:** I use track changes to provide feedback. Different print colors are an artifact of the system, not an indication of special attention.

**Major Course Requirements & Expectations:**

1. Punctual, regular attendance and participation in class discussions and activities.
   a. Any unexcused absence or tardiness will have a pronounced negative effect on course grade. Three unexcused absences will lower your course grade by one letter grade. More than three unexcused absences will result in failure in the course. If you have an excused absence, it is your obligation to notify the instructor in writing. If you enter class late, you must notify the instructor at the end of the class period, in writing, or you will be
marked absent. Persistent tardiness will have the same result as three or more absences. Doctor’s excuses should be attached to your written explanation of absence/tardiness.

b. **Excused absences.** If you are ill—running a fever and experiencing sore throat, cold symptoms—please do not come to class until you have checked with the Health Center or your doctor to make sure you do not have the H1N1 virus or other infectious disease. If your illness is infectious, you should take appropriate precautions for yourself and for those around you. Absences due to illness are excused and appropriate extensions or, in extreme cases, an *Incomplete* can be arranged. Other excused absences are those allowed by University Senate policy (see S.R. 5.2.4.2).

c. University policy states that students who miss more than 20% of the class for any reason (including illness/medical reasons) may be dropped from the class. If your absences are excused but still involve more than 20% of the class you may petition for withdrawal (W).

2. **Students with special needs.**

   a. If you believe that you have a disability requiring accommodation please contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu or 257-2754), Room 2, Alumni Gym. Following Mr. Karnes approval, provide your instructor with form detailing necessary accommodations.

3. **Professional behavior in all class, field, and other professional interactions.**

   a. Please note: cell phone, IM use are prohibited during class except as designated by the instructor. Turn off phones. If there is a reason for emergency contact, let instructor know, put phone on vibrate.

   b. Professional dress is required for fieldwork, regardless of individual school practices. You represent the University of Kentucky and should dress and act accordingly. If you have any questions about appropriate attire, please check with the instructor.

   c. Respectful interactions with all class members, amigos and guests is expected. Failure to engage respectfully across difference/discussion jeopardizes your overseas placement as well as your status in the class.

4. **Timely completion of required readings and other assignments.** Readings are designated on the attached class agenda.

   a. Class assignments are due as noted on the class agenda. If you have any questions about assignments, see instructor early.

   b. Late assignments: Lower one grade per day. Under exceptional circumstances instructor may extend a deadline.

5. **Satisfactory completion of assignments** (see appendix for details on assignments and assessment criteria). Work that has substantial mechanical or writing problems will be returned without a grade. You may resubmit one such work ONCE without penalty. After that, any work returned for mechanical or sloppy writing may be rewritten with a one letter grade penalty. If you have serious writing problems you should go to the writing center for help.

6. **All other university policies regarding academic integrity apply.**

**COLLEGE CONCEPTUAL FRAMEWORK: Research, Reflection, Learning, Leading**

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading.* This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive university program.
DISTANCE LEARNING TECHNICAL REQUIREMENTS AND INFORMATION REGARDING ONLINE LIBRARY SERVICES/RESERVES ETC.

1. GENERAL TECHNICAL REQUIREMENTS FOR ALL DL COURSES:
   Please check your connections and online access capabilities (speed, special plug-ins for reading online files, hardware and software). If you need HELP, email me or use UK HELP (see contact information below).

http://www.uky.edu/DistanceLearning/online/technical.php

2. The Center for the Enhancement of Learning & Teaching (CELT)

http://www.uky.edu/celt/

3. DISTANCE LEARNING LIBRARY SERVICES
   We have excellent library support and online reserve services. Please review these at http://www.uky.edu/DistanceLearning/online/library.php

Ms. Carla Cantagallo is the DL librarian and is very helpful. Links to online reserves will provided as part of course information in the Adobe Connect Meeting Room. Her phone contact is 800-828-0439 – Option #6.

4. ADOBE CONNECT MEETING ROOM – OUR ONLINE CLASSROOM
   Class will meet virtually, each week using Adobe Connect. The class link is connect.uky.edu/EDC554/ -- Paste link into your browser.

Check your Adobe Connect connection using this website:

http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm ) and webcam options, if desired.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Course Introduction</td>
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<td></td>
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<td>Julie Cleary: The COST Experience</td>
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<td>COST returnee panel</td>
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<td>Tony Ogden: International opportunities</td>
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<tr>
<td>8/31</td>
<td>Becoming Cosmopolitan:</td>
<td>• Kohls: through p.38.</td>
<td>Fill out Amigo information forms (see</td>
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<td>• Storti: through p.18</td>
<td>Appendix under Amigo Experience)</td>
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<td>• Rethinking individualism and</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>9/7</td>
<td><strong>Amigo Exchange</strong></td>
<td>Bring cell phones with cameras</td>
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<tr>
<td></td>
<td>Meet Amigo(s) and <strong>Lina Crocker</strong>, Center for Teaching English as a</td>
<td>Use template in Appendix B to make a contact sheet for your conversation</td>
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<tr>
<td></td>
<td><strong>Second Language</strong></td>
<td>partner.</td>
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<tr>
<td>9/14</td>
<td><strong>Cultural Adaptation: a Case Study</strong></td>
<td><strong>Complete: The Red Umbrella</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Immigration Issues: Guest Speaker</td>
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</tr>
<tr>
<td>9/21</td>
<td><strong>Recognizing cultural pattern and variety.</strong></td>
<td><strong>Read:</strong> Storti: 19-35, 113-122</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Kohls: 51-61</td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td><strong>Cross-cultural event with Amigos</strong></td>
<td><strong>Reading Response #1</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(see appendix &amp; Bb assignments):</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Invite your Amigo(s) to class for an exploration of culture in Lexington.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**How does the past shape culture?**

**What is an American?**

Collectivism:
Evaluation of theoretical assumptions and meta-analyses.
Oyserman, Daphna; Coon, Heather M.; Kemmelmeier, Markus

Or: Chapter One: http://books.google.com/books?id=Z0L7dwrJKel8C&oi=fnd&pg=PA1&dq=individualism+v.+collectivism&q=individualism%20v.%20collectivism&f=false
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Read:</th>
<th>Reading Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/5</td>
<td><strong>Schools Across Boarders: Comparative Systems of Education.</strong>&lt;br&gt;Guest Speaker: MaryAnn Vimont: Ecuador</td>
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<tr>
<td></td>
<td><strong>Read:</strong>&lt;br&gt;● Kohls: 39-50&lt;br&gt;● <a href="http://www.ibo.org/">http://www.ibo.org/</a>&lt;br&gt;Review the IB website for the region you are interested in and the grade level you prefer.</td>
<td></td>
<td><strong>Bring 3-5 questions to class that you would want answered if you were going to work in an IB school.</strong>&lt;br&gt;<strong>Look at education websites for the country you are interested in. How does it compare to what you would find in a school in the U.S.?</strong></td>
</tr>
<tr>
<td>10/12</td>
<td><strong>No class: meet with Amigo; work on presentations</strong></td>
<td></td>
<td><strong>Reading Response #3</strong></td>
</tr>
<tr>
<td>10/19</td>
<td><strong>Cross-cultural adaptations: Voices of experience</strong>&lt;br&gt;Guests: Dr. Jeanette Groth&lt;br&gt;Dr. Hujing Maske, Director of Confucian Center</td>
<td></td>
<td><strong>Submission: Portfolio Entries on Target Country.</strong>&lt;br&gt;<strong>In class sharing from portfolios. Each student should pick one section of his or her portfolio to share briefly with class.</strong></td>
</tr>
<tr>
<td>10/26</td>
<td><strong>Cross-cultural comparisons: Time, control and work expectations.</strong>&lt;br&gt;Sharing your target culture.</td>
<td><strong>Read:</strong>&lt;br&gt;Storti: 53-85&lt;br&gt;Kohls: 79-90</td>
<td><strong>Be prepared to discuss:</strong>&lt;br&gt;1. In what ways is our culture monochronic and “one thing at a time”? Where are you personally on the concept of time? Where do you think your conversation partner is?&lt;br&gt;2. In what ways do our schools encourage an internal locus of control?</td>
</tr>
</tbody>
</table>
What would you do if you were in a situation as in “The Bright Side” on page 76 of Storti?

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/9</td>
<td>A Journeying World: Flexibility and cross-cultural adaptation.</td>
<td>Munoz: <em>Esperanza Rising</em></td>
<td></td>
</tr>
<tr>
<td>11/16</td>
<td>Thanksgiving reception for conversation partners</td>
<td></td>
<td>Complete Stranger Experience and be prepared to discuss.</td>
</tr>
<tr>
<td>11/16</td>
<td>Explaining our own culture in cross-cultural contexts.</td>
<td></td>
<td>Invite your conversation partner/amigo to a Thanksgiving potluck: bring a dish that is culturally representative. Part 2, Portfolio: Introduction to your home, town or state.</td>
</tr>
<tr>
<td>11/23</td>
<td>Complete work on presentations</td>
<td></td>
<td>Complete intro. Presentations</td>
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<tr>
<td>11/30</td>
<td>NCSS: no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td>Portfolio presentations</td>
<td></td>
<td>Small group presentations on target countries</td>
</tr>
<tr>
<td>12/14</td>
<td>Portfolio presentations</td>
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</table>
Appendix A

Assessment Tasks

You will complete the following tasks for review and assessment. They are designed to help you reflect about course content in relation to your professional interests and responsibilities teaching or working in another country. If you are in teacher education the written products that result may be included in your initial certification portfolio as evidence of your growth relative to Kentucky’s 2008 Teacher Standards.

The quality of products will be evaluated on the basis of substance, structure, and mechanics including the degree to which:

- Ideas, assertions, conclusions, implications, etc. demonstrate cultural knowledge and sensitivity.
- Ideas, assertions, conclusions, implications, etc. are related to the task
- Ideas, assertions, conclusions, implications, etc. are supported with evidence.
- Issues are critically analyzed.
- Ideas are presented in clear, logical, organized fashion.
- Language and reference conventions have been followed.
  - Proofread. Spellcheck. Do not rely on grammar check programs; they often make mistakes.

Where I’m From

As we try to understand other people’s cultures, it sometimes helps to think about our own “cultural embeddedness.” What are the ideas, events, places, and people that shape us? We are, all of us, hybridized—we share some things with the broader “American” culture (we speak English, for instance), but we may put a slightly different regional, ethnic or individual spin on things (we speak with a regional or ethnic dialect, our English is spiced with words, phrases, syntax or accent from another country, we code switch or use more than one language in our daily lives). We use social codes (shake hands, kiss cheeks, bow, hug) and most of us have done so with hardly a thought since we were quite young. This assignment asks you to think about explaining the place you are from to the rest of us. The poetic form is based on work by George Ella Lyon, a Kentucky poet, playwright, and author. The poems below were written by other students over the past several years. Use them for ideas, but do not feel confined by the template: experiment so that the poem works for you.

Poem should be centered, Times-Roman 18 point font. Proof for mechanical errors. Mount the poem (construction paper, colored typing paper, with or without some sort of frame) and include some sort of illustration that helps interpret the poem. The poems will be mounted on the bulletin board in the classroom.
Sample poems:

#1

Where I’m from

I’m from red dirt roads and tall green grass
I’m from long walks and waves as neighbors pass
I’m from the hot steamy Alabama sun
I’m from a place where people seek the shade just for fun

I’m from a place where people love fried chicken and sweet potato pies
I’m from a place where lazy Sunday afternoon is always followed by watching the rise of a bright moon and starry skies.

I’m from a place where neighbors look out for each other
I’m from a place where my neighbor is like my sister or brother
I am from a place where I always felt love
I’m from a place that people still thank God above.

By Helen Jones

#2

I am from sunset canyons
Rippling with color
(the train tore me away from pinion and juniper)
I am from corn, beans, and squash
From drums’ rhythms
And sun’s blaze.

I am from Nowhere
(They killed the Indian. Am I now a man?)
I have no words to speak my name
Lost
In cast-off clothing
Speaking
A borrowed language
Living
A borrowed life
Praying
To a borrowed god.

I am Pueblo
(close-held for now by alien arms)
I will go free
(Returned to arroyos and the distant bleat of sheep)
I shrug off this borrowed life
And lift my head
(to the sky; to my people)
(anonymous)
Amigo Experience

1. One of the most important opportunities you will have in this course is the Amigo Experience. You will be working with one or two second language learners to help them practice English and negotiate U.S. culture, and to help you develop your cross-cultural communication skills. You may meet with your amigo(s) by yourself or as a group. You will arrange 4-6 out of class meetings. These can include anything from coffee and conversation, a walk in the Arboretum or an athletic event to bowling, a meal, or a drive out to horse country. Your first meeting will be in class and there will be two other whole group meetings as noted on the bulletin. You and your amigo will arrange the other out-of-class meetings.

2. We are fortunate to work with Lina Crocker who will match you with one or more of her students. Contact person: Lina Crocker Senior Lecturer. Email: crocker@uky.edu. Phone: 257-6980. Office: 1239 Patterson Office Tower. To facilitate matching, please fill out the information sheet found on the Blackboard site.

3. At the conclusion of this experience you will write a reflective paper, four to five pages, typed, double spaced. Include a) times you met and events (usually four to six); b) what you learned about the amigo’s culture; and c) what you learned about cross-cultural experience as related to concepts introduced in readings and in class. YOUR PAPER SHOULD REFERENCE READINGS AND CLASS DISCUSSION.

Amigo Match Form

Make a copy of this form, fill it out and turn it in by the second class period.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact information</td>
</tr>
<tr>
<td>International experience</td>
</tr>
<tr>
<td>and/or interests</td>
</tr>
<tr>
<td>Interests/Hobbies</td>
</tr>
</tbody>
</table>


Amigo Contact Form:

Fill one form out for yourself, including a picture and make four (4) copies. Turn one in to the instructor; give the others to your amigos. You will help your amigos fill theirs out at our first amigo meeting. Take pictures of your amigos to add to their profile. 
Note: If you have a laptop this will be easier—you can input during class.

<table>
<thead>
<tr>
<th>Picture:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live in___________and do the following there:</td>
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</table>

<table>
<thead>
<tr>
<th>I have lived in:</th>
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</table>

<table>
<thead>
<tr>
<th>I speak:</th>
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</table>

<table>
<thead>
<tr>
<th>My family consists of:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Favorite food(s):</th>
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<table>
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<tr>
<th>In my free-time I:</th>
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</table>

<table>
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<tr>
<th>One hope I have is:</th>
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</table>
Reading/Viewing Responses (4).

You will turn in four (4) reading responses over the course of the semester, as designated on the course calendar.

1. Respond to these questions based on your readings:
   - In what ways are you an individualist? What advice could you give a person coming to the U.S. from a more collectivist culture?
   - What are some examples of unconscious/nonverbal/tacit American culture?
   - How would you explain those to your conversation partner?
   - What are your identity reinforcements? In what ways may you miss them overseas?
   - What are several examples of differences you will look for in the country where you are going?

2. Discuss 5 of the 10 (not #7) de Tocquevillisms in Ch. 9 of Kohls.
   a. Select at least two with which you agree and at least two with which you disagree. Explain your position on each.
   b. Why do you think Kohls included them?
   c. What do they help you understand, if anything, about U.S. culture.
   d. What is Kohls (and, perhaps, de Tocqueville) missing about U.S. culture?

3. Respond to the “universalist” “particularist” dichotomy discussed in the readings:
   a. In what ways are you a universalist and/or particularist?
   b. What advice could you give a person coming to the U.S. from a particularist culture?
   c. Hall writes: “We have yet to realize that our most prized possessions are the differences differentiating the people of this earth from each other.” What are several examples of differences you found between you and your amigo? Similarities?

4. Based on your readings and movie choice, discuss the following:
   a. In what ways is your movie choice about cross-cultural communication?
   b. Based on your readings, what seem to be the places where culture differences cause the most confusion?
   c. What are the historic issues that your film illustrates? In what ways does your film explain the development of social and cultural ideas? In what ways does it challenge stereotypes/traditional understandings of people, ideas, events?
   d. In what ways does this movie provide insight into modern issues in China/New Zealand/Australia/Cuba?
   e. What parallels do you see between Chinese/New Zealand/Australian/Cuban history and culture and U.S. history and culture?

Films
Last Emperor
Rabbit Proof Fence
Whale Rider
Motorcycle Diaries

Each response is worth 10 points. Responses must be both comprehensive (respond to all parts of each question) and reflective (show careful thought and use of readings and class discussion), usually about 2-3 pages double-spaced. Select one film from the list above to review as part of a reading response. They are due by 5pm on the date designated on the course calendar.
**The Stranger Experience.**

Select an activity that places you in a situation where you are a minority in regard to culture (including race/ethnicity, religion, language) other than activities with your Amigo partners. Write a 2-3 page report describing what you did, how you felt, what you learned about negotiating your way through a new/different situation.

In the past, students have visited area mosques as well as the Muslim school on Nicholasville Rd (near Brannon’s Crossing), gone to a service at one of the area synagogues, gone to foreign language services at area churches, participated in the International Night at UK, volunteered at a refugee relief center, and the like. Your time commitment will vary depending on your choice (i.e. some religious services last longer than others; a school visit may require a couple of hours as might volunteering at a refugee relief center). The requirement is for a one-time experience not a long-term commitment.

**Portfolio Assignment.**

This assignment has two parts (see schedule with due dates on calendar).

**Part I:** Investigation of life in a country/region of your choice. If you know where you will be living/working, use that. Otherwise select a place you would like to live or work.

Portfolio should include for the country of your choice:

| What are main features?
| Levels? Curriculum at each level?
| National and/or state and local oversight? |
| Compare coverage of events in US media v. national media in country of choice. |
| Bibliography | Should include:
| 1 Travel Guide (i.e. Lonely Planet Guides)
| 5 Articles/internet sources
| 1 history of the country
| 1 novel set in the country | Annotated (APA style guide) list of 8 sources on your country of choice.
| What are the most important/useful features of each choice. |
| Interview | Interview a person who is from the country of choice or has lived, worked or traveled there for more than a couple of days. | Interview transcript |

**Part II:** Sharing your own hometown.

Portfolio should include:

<p>| Undergraduates: PowerPoint introduction to your | Consider this as an introduction to someone who has never seen | Presentation should take no more than 15 minutes including time |</p>
<table>
<thead>
<tr>
<th><strong>hometown or state</strong></th>
<th>your home place. What would you want them to know about what makes this place unique/interesting/special to you.</th>
<th>for questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate students:</strong> Digital Documentary introduction to your hometown or state that could be used in a classroom or in a work setting.</td>
<td>We are required to make a distinction between graduate and undergraduate students. In this Documentary should take no more than 15 minutes including time for questions.</td>
<td></td>
</tr>
</tbody>
</table>

**Class Participation**

Class participation is an important component of this course. Each of you bring a world of experiences that can help all of us negotiate cultural differences with good humor, deeper understanding and respect. Your participation requires your regular attendance in class, respectful interaction with class members, careful attention to readings and assignments so that your participation is well-informed.