

INTERNATIONAL ENRICHMENT SEMINAR (UCOL 1200 XXX)
SAMPLE SYLLABUS

COURSE OBJECTIVE

The International Enrichment seminar is designed to introduce first year students to the internationalization of UNC Charlotte and the Charlotte community. Through various readings, guest lectures, writing assignments, events on- and off-campus as well as an intercultural workshop, this seminar will begin to address issues of our world's interconnectedness and provide students with the resources to further explore globally themed degree programs and education abroad opportunities. This seminar will complement a broad range of introductory internationally themed courses.

Through participation in the international enrichment seminar, students will expand their knowledge of international dimension connected to their college experience. In exploring international initiatives, students will:

- ❖ Understand more about self as a cultural being
- ❖ Learn about opportunities to engage in cultural learning at UNC Charlotte, in Charlotte, and abroad
- ❖ Obtain an introduction to various aspects of the field of international education
- ❖ Practice conscientiously interacting within an intercultural environment

ASSIGNMENTS: DETAILS

Final: The final exam consists of completion of an online cultural inventory. Details will be provided in class.

COURSE REQUIREMENTS

Assignment	Points Available	Points Earned
Online Intercultural Inventory	125	
Field Experiences	1000	
Homework assignments/classroom engagement	125	
Quiz	25	
Final	225	
TOTAL	1500	

GRADES

Keep a record of your grades in order to calculate your overall grade. Use the formula and scale provided to assess your course performance. Be certain to keep all materials for the class until your final grade has been issued through the registrar.

Extra Credit During the semester, your instructor might select internationally-related opportunities as extra credit events. Typically, an extra credit event can be designated between 5-25 points.

Formula Letter Grade % = (All earned points) / (All points available)

Scale Semester grades will be assigned according to the following distribution:

1350 – 1500 = A 1200 – 1349 = B 1050 – 1199 = C 900 – 1049 = D
 (90% or higher) (80% to 89%) (70% to 79%) (60% to 69%)

Scores of 899 or lower result in a failing grade (F).

Note: Incomplete grades will be considered ONLY for students who were unable to complete work at or near the end of the semester for a legitimate reason.

SAMPLE COURSE SCHEDULE

SESSION

CLASS TOPIC + ASSIGNMENTS

1 Welcome & Course Overview—Syllabus Distribution
 Introductions & Cultural Connections

3 Moodle Review & Syllabus/Field Experience Discussion/Common Reading

Note: If you have challenges with Moodle and/or clickers, there are additional training sessions offered by the [University Center for Academic Excellence](http://ucaee.uncc.edu). Register online at <http://ucaee.uncc.edu>

4 Syllabus Quiz + Exploring UNC Charlotte Student Expectations: Academic Success, Inquiry & Self/Cultural Awareness

- 5 Engagement Day 49er Democracy Experience
- 6 Intercultural Sensitivity: Values, Norms, & World Views
- 7 Student International Perspectives [Guest International Student Panel Discussion]
- 8 Discovering International Dimensions of UNC Charlotte: scavenger hunt
- 9 Engagement Day Study Abroad Fair

The fall **Study Abroad Fair** is the perfect opportunity for you to learn more about a country that interests you, hear stories about students who have gone abroad, and/or explore options for a study abroad experience. There are possibilities for students of every major in almost every country on the planet!

- 10 The Study Abroad Experience [Guest Study Abroad Returnee Student Panel]

- 11 Engagement Day International Festival

See the World in a Day...the 37th annual **International Festival** is from 10am to 6pm on **Saturday, September 29**. The event is on-campus, located in and around the Student Activity Center (SAC). Details about the dances, foods, exhibitors, games, and more are online at <http://ifest.uncc.edu>

- 12 RoundRobin Cultural Learning Dialogue re: *Outcasts United*
- 13 Field Experience + Common Reading Discussion & Student Progress Consultation

- 14 Engagement Day Common Reading Author Presentation

- 15 Engagement Day Host Refugee Visitors

Niners Unite! Global Community Engagement Day: Students will have a chance to interact with and build community connections with Charlotte area refugees and internationals on **Sunday, October 14, 2012**. Program details are in development but tentatively include activities from 10am-1pm followed by an international games zone at the 1pm UNC Charlotte men's soccer game against LaSalle at the Transamerica Stadium. Admission to the soccer game is free with donation of two canned good items.

- 16 Post-Midterm Catch-up: No Class
- 17 Reflections from International Educators: Global, International and Area Studies; Language & Cultural Studies; International Business; International Education; Fulbright; PeacCorps; etc.

- 18 Engagement Day Majors Day: Explore academic majors

- 19 Exploring the Super-diversity of UCOL 1200 International Enrichment Seminar
- 20 UCOL 1200 Dia de los Muertos

- 21 Discovering International Dimensions of UNC Charlotte (Take II): 101 Ways to be part of the Niner international community

- 22 Suspending Judgment: IC Toolkit (Describe-Interpret-Evaluate)

International Education Week (November 12-16): The third week of November is International Education Week. Observed in more than 80 countries, IEW provides an intentional effort to raise awareness about international matters on college campuses. UNC Charlotte typically provides 10-30 events as part of the IEW festivities. In addition to the film screening (see below), select one additional program during IEW to attend instead of our usual class on November 12. A lineup of events for the week will be posted on the OIP website at <http://oip.uncc.edu/IntEdWk.htm>

- 24 Engagement Day Film

- 25 Cultural Experiences Debrief: IEW & Beyond
- 26 Foods of the World (field experience option): Cuisine & Culture
- 27 Preparation for Final: Theory & Concepts Review
- 28 Application of IC Skillsets: Simulation Activity
- 29 Reflections on the Intercultural Development Model & Global Certificate

FIELD EXPERIENCE & JOURNAL ENTRIES

Select from the options below for your field experience assignments. Students must choose field experiences to achieve a combined total of 1,000 points.

Expectations associated with each field experience are noted below. All assignments include completion of reflective journal entries. Journal entries should follow the guidelines noted in the syllabus. The questions provided are to help you with the assignment.

SELECTED EXPERIENCES

TIER	POINTS	DESCRIPTION
I	100	Foods of the World: Food is an integral part of culture. If you select this option, during class Session 26 you will share your understanding of a cultural dish by creating a poster display and sharing a brief presentation about your dish to the class. In your presentation, you should address how the dish is made (i.e., the recipe) and what its cultural relevance is: What is the origin of the dish? When is it prepared/used within a culture (e.g., every-day meal, weddings, etc.)? Why did you select this dish (e.g., family tradition, learning more about a roommate's culture, etc.). If the dish is used in your family, share its relevance in relationship to your family (e.g., grandmother's recipe shared through generations with its origin in Italy...). Further, each student will bring that dish to class to share with classmates!
I	100	Cultural Interview: Interview someone from another country who is living in the United States. What were his/her initial expectations and assumptions about the United States? What motivated him/her to come to the United States. What surprises did s/he encounter when s/he came here? What differences have s/he noticed between his/her culture & the U.S. culture? How has s/he adjusted? What does s/he miss the most about his/her home? What does s/he like the most about the United States? What did you learn about yourself in reflecting on his/her responses regarding your culture/cultural adjustment/etc.? Provide two journal entries (pre-interview/expectations/reflections & post-interview understanding/exploration/learning) to address your experience and respond to the types of questions noted.
I	100	Expatriate Interview: Interview someone from the United States (i.e., U.S. citizen) who has lived for at least six months in another country. What surprises did s/he encounter in the new country? What differences did s/he notice? How did s/he adjust? Were there any particular challenges s/he faced when returning to the United States? Does s/he recommend the experience for someone else? Why or why not? Based on this interview, what are your thoughts about the country described by the expat? What do you think the person interviewed gained from this experience? What are your thoughts about visiting other countries? [Note: It is probably helpful to first investigate a little about the country's culture prior to the interview for this assignment.] Provide two journal entries (pre-interview/preparation/expectation/reflection & post-interview understanding/exploration/learning) to address your experience and respond to the types of questions noted.
I	100	Film Analysis: Watch a foreign film from the provided list of films (or consult with your instructor about special permission for a film you wish to review that is not on the list). If possible, invite a classmate/friend from the country showcased in the film to watch it with you. Why did you select this film? Describe what you learned about that culture through the film. What did you learn about yourself and your own cultural expectations from viewing the film? In what way do you feel this was an accurate representation of the culture? Would you like to visit this country? Why/why not? [Note: It is probably helpful to first investigate a little about the country's culture prior to watching the film for this assignment.] Provide two journal entries (pre-viewing/preparation/expectation/reflection & post-view understanding/exploration/learning) to address your experience and respond to the types of questions noted.
I	100	International Speaker Series: The Office of International Programs will host international or internationally-focused speakers during the fall 2012 term. To complete this option, you must attend one of the approved international lectures and complete a total of two journal entries. Include one pre-event journal entry based on your exploration of the presenter's background, the speaker's writings/past interviews, etc. Prepare at least one question to pose to the speaker during the open Q&A session. Your second journal entry should reflect on the lecture, the question you posed, and what you learned from attending the program.
I	200	Cultural Festival Experience: Charlotte is a community with many different cultural groups. Throughout the fall semester there are various cultural festivals held in the city. Identify a festival (other than the UNC Charlotte International Festival) to attend. Some previous events are listed online at http://charmeck.org/city/charlotte/cic/resources/Pages/default.aspx . Research to determine the historical context/background around the festival you selected. Have you attended this kind of festival before in your home town? What did you learn about the cultural group associated with this festival? What did you enjoy the most about the festival? What was your least favorite part? Why? What cultural values/norms were evident while attending the festival? While at the festival, speak to someone involved with the program and someone who attended to hear their perspectives on the event. Share your reflections in two journal entries.
II	200	WorldQuest 2012 The World Affairs Council of Charlotte (WACC) hosts the annual WorldQuest competition to test world knowledge. In teams of 4-8, students will compete in the program on Tuesday, November 13, 2012 at the Westin Charlotte (601 S. College St.). The program includes dinner around 6pm followed by the trivia game beginning around 6:45pm; the program ends around 8:30pm. The Office of International Programs will sponsor one team with members from the various Enrichment Seminar sections. Details about the program are at

		http://www.worldaffairscharlotte.org/educationoutreach/worldquest/worldquest2012.awq2012/awq.wq2012info.htm In addition to competing, students selecting this project need to attend a pre-event preparation meeting (date/time tbd after students have selected field experiences) and must journal before and after the event to complete the assignment.
II	200	Community Organization/Career Exploration/International Educator Informative Interview: Identify someone in an internationally relevant field and coordinate an opportunity to interview the person selected. Prior to the interview, complete some background investigation about the person's work (e.g., explore jobs within a specific academic discipline, read about the corporation and its international mission, review the professional organization/affiliations with the field, etc.). Organize an appointment in advance (try to plan for at least two weeks advance notice) and conduct an informational interview. Provide two journal entries (pre-interview/preparation/expectation & post-interview understanding/exploration/learning) to address your experience.
III	300	New Cultural Organization Immersion Select an organization or group that is culturally different from you. Participate in activities, meetings, events, etc. with this group. Research the historical perspective of the group and/or select a particular aspect (ideology, philosophy, values, norms, etc.) about the group that you would like to know more about. For example, if I am a Muslim, I might want to participate in Christian cultural activities and select a church group to observe/engage with for a period of time; within this context, I might want to research the fundamental principles of Christianity or investigate the Christian approach to pro-choice. Some suggestions for additional groups include, but are not limited to: student groups at UNC Charlotte (Indian Student Association, International Student Club, etc.) and community organizations (e.g., Vietnamese Assoc. of Charlotte, Charlotte International House, Bosnian Group, etc.). You must actively engage with the group for at least 6-8 hours in addition to doing your research. At least four scholarly sources should be used. Provide journal entries throughout your experience (minimum of 4), incorporating personal reflection, application of classroom readings/discussion, and at least one intercultural competency.
III	300	Intercultural Dialogue Find someone from a different country than the one in which you grew up who is willing to engage in dialogue with you <u>throughout</u> the semester (at least 4~6 separate interactions totaling a minimum of 5 hours are necessary). During your discussions/interactions, explore how your partner learned about your country's culture. What are/were his/her expectations about your country (e.g., regarding customs, behaviors, norms, etc.)? If s/he has now lived in your country, how have these views/opinions changed? How do you feel about your partner's view of your culture? What are the major differences and similarities between your culture and your partner's? Use academic resources to support and enhance your writing. Provide journal entries throughout your experience (minimum of 4), incorporating personal reflection, application of classroom readings/discussion, and at least one intercultural competency.
III	300	Religious Service: Tell the who, where, when, why, and how of the religious service that you have never been to before but you observed for this assignment. Explain how you gained access to this religious service. Did your observing interfere with what you were seeking to observe? Religion is an institution in which cultural values are usually expressed. What cultural values did you observe? How was the religious service that you observed different from the religious tradition with which you are more familiar? What role did music play? Symbols? Language? Complete some basic research regarding the religious service/religion selected (minimum of 3 sources). Provide journal entries throughout your experience (minimum of 4): pre-service expectations/thoughts/feelings, initial research/findings about religion, rich description of the service/observations, & personal reflection, application of classroom readings/discussion, and at least one intercultural competency.
III	300	Refugee Tutor: Develop a new understanding and awareness of the refugee community by sharing your talents and tutoring students. The organization, In Goode Company, focuses on academic support services for Charlotte refugee K-5 th grade students. Support services include individual tutoring, small group tutoring, homework support, curriculum help, and English as a Second Language (ESL) support. Volunteers are needed to tutor K-5 th grade students from 3pm-6pm Monday through Friday as your schedule will allow. Information about the tutor program is at http://www.ingoodecompany.com/home.aspx . Contact Silvia Ganzo to volunteer: silvia@ingoodecompany.com or 704-375-1660. To receive credit for this assignment, students must complete a minimum of four on-site visits to help with tutoring. Provide journal entries throughout your experience (minimum of 4), including what your thoughts/apprehensions were before volunteering, the initial volunteering experience, insights following your 2 nd /3 rd visit, and reflections on what you learned about the immigrant community through this experience.