

COURSE SYLLABUS

Use the worksheet below to construct your course syllabus. It is important to consider and include as much information as possible, as this will help guide the next step of the proposal process - your budget. Refer to the Study Trip Proposal and Development Guidelines to guide your planning. Clear expectations for both students and faculty will help everyone get the most out of the trip experience.

COURSE TITLE _____

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| Course Policies | |
| <ul style="list-style-type: none"> • Attendance • Plagiarism • Grading Rubric/ Assessment methods • Adapted DLRC Statement already included | <p><i>Accommodations for Students with Disabilities on Study Abroad Trips.</i> SAIC is committed to full compliance with all laws regarding equal opportunities for students with disabilities. Students with known or suspected disabilities, such as a Reading/Writing Disorder, ADD/ADHD, and/or a mental health or chronic physical condition who think they would benefit from assistance or accommodations should first contact the Disability and Learning Resource Center (DLRC) by phone at 312.499.4278 or email dlrc@saic.edu. DLRC staff will work with you to determine reasonable accommodations for your SAIC-sponsored study trip. The DLRC is located on the 13th floor of the 116 S Michigan building.</p> |
| Course Materials | |
| <ul style="list-style-type: none"> • Required texts • Other materials to be purchased in advance • Required travel documents • Laptop, camera, or other equipment | |
| Course Goals and Student Learning Outcomes | |
| <ul style="list-style-type: none"> • List course learning goals on syllabus | <p><i>In bullet-point format, identify 3-4 Learning Goals for your course. These are broad statements that generally describe what you aim to do as the instructor. "This course will introduce students to..."</i></p> |

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| <ul style="list-style-type: none"> ● Outline expected student learning outcomes ● What will the students learn specifically? This might include: skills, methods, techniques, concepts, cultural understanding, social, geographic, economic, historic perspectives, etc. ● Describe how the study trip will fulfill SAIC's recommended contact hours requirement. | <p><i>In bullet-point format, please Identify 3-4 Learning Outcomes for your students. Student Learning Outcomes should be specific, observable and measurable. "At the end of this course, students will be able to..." Note: If you are offering more than one subject area (ie. Studio and Liberal Arts), there should be distinct student learning outcomes for each subject.</i></p> <p><i>See 'Guidelines for Course Type and Study Trip Duration' in the COURSE DEVELOPMENT section of the proposal document.</i></p> |
| Description and Outline | |
| <ul style="list-style-type: none"> ● Overall description of course ● Brief list of highlights (can pull information from Itinerary) ● Timeline of assignments with deadlines | |
| Requirements | |
| <ul style="list-style-type: none"> ● List the requirements <u>for each type and amount of credit offered</u>. (i.e. Articulate how the requirements change when comparing a 3 cr. Studio course to a 6 cr. Studio | |

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| <p><i>course)</i></p> <ul style="list-style-type: none"> • List reading assignments, writing assignments, projects or course problems. • Include deadlines for submission of papers or projects | |
| Assessment | |
| <ul style="list-style-type: none"> • In what ways will you be evaluating students? • The Committee recommends a final narrative evaluation and feedback for all student trip participants that clearly communicates the faculty response to their effort, participation, and quality of work produced. • In lieu of a narrative assessment, a written evaluation of the final paper, or studio work would be acceptable. | |
| Follow-up and Reflection | |
| <ul style="list-style-type: none"> • What activities do you plan on doing to have students reflect on their experience? | |

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| <ul style="list-style-type: none"> • Will you have a culminating event/meeting on-campus once the trip ends? Keep in mind grades are due immediately prior to the start of the next academic term. | |
| Additional Resources | |
| <ul style="list-style-type: none"> • Will there be any construction on the trip? • What kind of tools/equipment will be used? • Will you need any technology/equipment on your trip? Please list. | |

Pre and Post trip self-assessments

Study Abroad will require students to complete a pre and post trip self-assessment to measure intercultural competency. This will be administered entirely by Study Abroad, through the course's Canvas page, and will be used internally.

As you plan your trip, consider building in time for reflection on themes such as:

- increasing awareness of basic cultural norms
- perception, judgment, and preferences
- promoting independence and cross-cultural interaction
- emotional variables that accompany adjustment

Engagement with cultural difference serves as a powerful catalyst, which guided interventions seize upon to produce transformational learning and growth. The many levels of intercultural learning that can take place abroad have been correlated with the specific personal and social competencies of Emotional Intelligence.