



## **SLS1006 – GLOBAL PATHWAYS: PREPARING FOR INTERNATIONAL ENGAGEMENT (SPRING 2023)**

### **Online**

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-or- Zoom, <https://ufl.zoom.us/j/91690434197>

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Study abroad. International internships. Research overseas. Global service learning. International experiences change lives. They give students the skills, knowledge, and confidence necessary to navigate the increasingly complex challenges of a globalized world. They also translate into better grades, higher graduation rates, and stronger job prospects.

Part of the Beyond120 Professional Development Curriculum, this one-credit course is designed to prepare you to take advantage of – or even create – opportunities for global engagement. Additionally, this course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a graduation medallion and diploma at <https://internationalcenter.ufl.edu/global-learning/international-scholars-program>.

### **Student Learning Outcomes**

To encourage the personal, academic, and professional development of globally minded students, this course will ask students to:

- Understand the benefits global engagement brings to academic attainment and personal development.
- Identify the connections between global engagement on future employment and professional development opportunities.
- Select a network of potential global contacts and mentors.
- Examine the impact and implications of international engagement and global service on others.
- Reflect on their own personal ethic for global learning.
- Discuss skills and concepts related to intercultural learning and intercultural communication.
- Create an action plan for globalizing their course of study that integrates world experience, civic engagement, and professional development.

### **Required Materials**

- Readings can be accessed online, either through links or PDFs posted on Canvas.

### **Breakdown of Graded Components** (more on the assignments below)

Discussions (6 points each)                      42 points

Planning Exercises (8 points each)	32 points
Event -or- Interview Assignment	10 points
Quizzes (2 points each)	6 points
Final Project	10 points

Here is the grading scale. Grades are NOT curved. See [UF Grades and Grading Policies here](#).

A 92.5-100; A- 89.5-92.4; B+ 86.5-89.4; B 82.5-86.4; B- 79.5-82.4; C+ 76.5-79.4; C 72.5-76.4; C- 69.5-72.4; D+ 66.5-69.4; D 62.5-66.4; D- 59.5-62.4; E below 59.5

### **What You Need To Do**

- *Discussions.* In most weeks, but not all, you will be asked to respond to discussion questions based on the readings and videos. You are also required to respond to at least two of your classmate's posts. Please note that while you may work ahead on your own initial discussion posts, you may need to "go back" to reply to your classmate's posts once they are submitted. Due dates for initial posts and responses are in Canvas.
- *Planning Exercises.* There are four planning exercises meant to help you research and prepare for global engagement. Details are in Canvas.
- *Event or Interview Assignment.* You will gain greater insight into the possibilities of global engagement through attending a global event *or* carrying out an informational interview and reflecting on it. You should plan well ahead for your event or interview to complete the reflection by the due date. Details are in Canvas.
- *Quizzes.* In a few modules there are quizzes to assess your understanding of concepts in that module. Quizzes are worth 2 points each and are graded based on completion rather than the number of correct questions.
- *Final Project-* You will synthesize and reflect on what you've learned over the semester in a short PowerPoint presentation. Details are in Canvas.

### **SCHEDULE**

The schedule below indicated the dates through which each module will be available. All assignments for the module except for your initial discussion posts will be due by the latter date listed for each module (e.g. all Module 1 work should be completed by September 11<sup>th</sup>). Initial discussion posts are due earlier to allow time for responses. You are welcome to work ahead if you choose, but because discussions depend on both you and your classmates' participation, you may need to go back to complete your discussion responses. **Links to the readings and videos are available in Canvas Modules.**

#### **MODULE I: Global Engagement and You**

Weeks 1-2 [January 9 – January 22]:

- Where in the world do you see yourself?
- Why study abroad?
- Program discovery, funding, and career connections
- **Discussion #1**
- **Assignment: Planning Exercise #1- Goals Survey**

#### **MODULE 2: An Introduction to Culture & Cultural Self-Awareness**

Weeks 3-4 [January 23 – February 5]

- An Introduction to Culture & a Framework for Intercultural Learning

- Cultural Self-Awareness
- **Discussion #2**
- **Assignment: Planning Exercise #2- Identifying Programs and Funding**

### **MODULE 3: Cultural Values & Intercultural Competence**

Weeks 5-6 [February 6 – February 19]:

- Cultural Values
- U.S. American Culture
- Cultural Competence
- Cultural Development Models
- **Discussion #3**
- **Assignment: Planning Exercise #3- Identify a Network**
- **Quiz #1: Can You Differentiate the Stages?**

### **MODULE 4: Critical Thinking About Culture**

Weeks 7-8 [February 20 – March 5]

- Stereotypes & Generalizations
- Frame Shifting
- **Discussion #4**
- **Assignment: Planning Exercise #4- Personal Statement**

### **MODULE 5: Intercultural Communication**

Week 9 [March 6 – March 12]

- Types of Communication
- Strategies for Effective Intercultural Communication
- **Discussion #5**
- **Quiz #2: High or Low Context?**

### **MODULE 6: Global Engagement: What does it mean for others?**

Weeks 10-11 [March 20 – April 2]

- International Volunteering
- Unintended Consequences
- **Discussion #6**

### **MODULE 7: Global Citizenship & Ethics**

Weeks 12-13 [April 3 – April 16]

- What is a Global Citizen?
- Ethical Travel
- **Discussion #7**
- **Assignment: Event -or- Interview Assignment Due**

### **MODULE 8: Cultural Adjustment & Looking Ahead**

Week 14 [April 17 – April 26]

- Phases of Cultural Adjustment & Awareness
- Coping Strategies
- Revisiting Goals & Engaging Locally

- **Quiz #3: Phases of Cultural Adjustment**
- **Assignment: Final Project Due April 23<sup>rd</sup>, Peer Responses Due April 26<sup>th</sup>**

Policies:

**Late Work-** All work should be submitted by the published due date. Late work submitted no more than one week late may receive a maximum of half credit. **No** work will be accepted after the last day of classes (April 26) and no late work will be accepted more than one week after the due date.

**Attendance:** This is an asynchronous online class, so no regular attendance is required. General requirements for assignments and other work in this course are consistent with university policies. Click [here](#) to read the university attendance policies.

### **Statement on Class Discussion**

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

**Students with Disabilities:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click [here to get started](#) with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Honor Code:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. *This course does not allow*

collaboration on individual course assignments or the use of AI programs such as Chat GPT. All work must be your own. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Recording:** Lectures in this course are available on Canvas via recordings. Students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

#### **Campus Resources:**

- Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

#### **Academic Resources**

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- CLAS Academic Resources: 1317 Turlington. General study skills and tutoring.

- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. On-Line Students Complaints: View the Distance Learning Student Complaint Process