

## Syllabus of Record

**Program:** Gap at CET

**Course Code / Title:** (VI/GNED 105) Global Perspectives: College, Culture, and You

**Total Hours:** 20

**Recommended Credits:** 0

**Primary Discipline / Suggested Cross Listings:** General Education

**Language of Instruction:** English

**Prerequisites / Requirements:** None

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### Description

Gap programs offer students the opportunity to take an intentional break between academic and/or professional pursuits and focus on experiential education, challenging comfort zones and learning new skills. Through in-person language instruction and internship placements, *Gap at CET* programs offer academic content and focus on equipping students with skills for collegiate and professional success.

This virtual, cross-program seminar unites *Gap at CET* students across locations, complementing and supplementing in-person learning and experience through facilitated reflection, online discussion, and skill-building exercises and activities.

In particular, this course engages students with their experience on-site on three levels:

- *Academic:* offering support for Gap students doing college-level coursework, this course also intentionally develops skills for future collegiate success, including academic writing, goal setting, and critical thinking.
- *Interpersonal:* through exposure to theoretical frameworks for working and studying in a culture different from one's own, students are asked to identify cultural and other dynamics at play in their experience and learn to situate those observations within their own individual, intellectual, and professional narratives.
- *Reflective:* by providing structured space and support for personal reflection and development, this course fosters the development of key life skills including independence, resilience, and self-awareness.

### Objectives

Through this course and the program in which it is embedded, students:

- gain an understanding of and appreciation for cultural diversity and differences
- develop awareness of self, including personal strengths and abilities, learning styles, and values
- establish and track goals, identifying potential barriers and support resources
- practice essential academic skills including college-level writing, presentations, problem-solving, critical thinking, and research
- identify and develop healthy and sustainable learning and study strategies

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- develop a Future Plan that specifically aligns with personal interests, abilities, and educational and academic goals
- work collaboratively with others in a variety of discussion formats
- critically analyze work and provide constructive feedback to peers
- articulate how their gap experience relates to and supports their academic, personal, and career development
- explore careers, interests, and intended majors
- learn to use multiple technology platforms for academic success.

### Course Requirements

Though this course is not-for-credit, it is a required part of *Gap at CET* programs. Lack of engagement or participation could jeopardize the student's participation in the program. Course requirements are as follows.

Weekly synchronous seminar meetings:

- Students are expected to attend each seminar meeting, and to have read and be prepared to discuss assigned readings and discussion topics.
- Attendance, preparation, and active participation are required.

Ongoing engagement in asynchronous course discussions:

- Students are expected to actively and thoughtfully participate in asynchronous course discussions.
- Specific assignments may include initial goal setting, a mid-term progress report, and interim reflection pieces.

Periodic 1:1 check-ins with seminar facilitator:

- Scheduled at the outset and middle of the term, these meetings serve to focus the student's academic interests related to their gap program, to assist the student in navigating challenges, and to provide guidance on assignments or in-person coursework.

Personal journal:

- Students are expected to keep a personal journal addressing weekly prompts. While the journal is kept private, students are asked to use the reflections from their journal for their case studies, blog posts, and Future Plans.

Blog posts:

- Students are expected to write at least two blog posts over the course of the semester, responding to prompts provided by the seminar facilitator. A calendar is established at the beginning of the term.

Readings

- Readings from the bibliography below and other sources are assigned for each seminar meeting.

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### Cross-cultural case study:

- Scheduled throughout the term, roughly 10-15 minutes in length.
- In cross-location pairs, students choose one aspect of their culture or identity to compare and contrast between their two locations, diving into the origins of the cultural component or tradition, discussing its importance in contemporary society, and sharing their personal experience with it.

### Future Plan

- 10-15 minutes or 7-10 pages
- Students create a piece of work (presentation, creative essay, video, multi-media piece), presenting their Future Plan – a 7–10-year road map for academic and/or professional goals, what they have learned abroad, means of achieving the goals, anticipated barriers to success, and plans for overcoming them.

### Readings

Allison, Jay, Dan Gediman, John Gregory, Viki Merrick, and Vanessa Hall-Bennett. *This I Believe: the Personal Philosophies of Remarkable Men and Women*. New York, NY: Henry Holt & Co., 2009.

Bennett, Milton J. "Becoming Interculturally Competent." in *Toward Multiculturalism: A Reader in Multicultural Education*, 2nd ed., edited by Wurzel, Jaime, pp. 62-77. Intercultural Resource Corporation, 2004.

Bolles, Richard Nelson. *What Color Is Your Parachute?: a Practical Manual for Job-Hunters and Career-Changers*. Berkeley, CA: Ten Speed Press, 2020.

Brown, Brene. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Avery Publishing Group, 2015.

British Council. *Culture at Work: The value of intercultural skills in the workplace*. Booz Allen Hamilton, McLean, VA. 2013.

Chisholm, Linda A. *Charting a Hero's Journey*. New York, NY: International Partnership for Service-Learning, 2000.

Christen, Carol, and Richard Nelson, Bolles. *What Color Is Your Parachute? for Teens: Discover Yourself, Design Your Future, and Plan for Your Dream Job*. Berkeley, CA: Ten Speed Press, 2015.

DasBender, Gita. "Critical Thinking in College Writing: From the Personal to the Academic" in *Writing Spaces: Readings on Writing, Volume 2*, edited by Lowe, Charles and Zemliansky, Pavel. Parlor Press, 2011.

Earley, P. Christopher and E. Mosakowski. "Cultural Intelligence." *Harvard Business Review*, Oct. 2004: 1-17.

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Farrugia, Christine, and Jodi Sanger. Publication. *Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States*. New York, NY: Institute of International Education, 2017.

Giridharadas, Anand. "The Win-Win Fallacy." *The Atlantic*, September 9, 2018.  
<https://www.theatlantic.com/ideas/archive/2018/09/the-win-win-fallacy/569434/>.

Hofstede, Geert H., Gert Jan. Hofstede, and Michael Minkov. *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival*. New York, NY: McGraw-Hill, 2010.

Hopper, Carolyn H. *Practicing College Learning Strategies*. 7th ed. Boston, MA: Cengage Learning, 2016.

Paige, R. Michael. *Maximizing Study Abroad: a Students' Guide to Strategies for Language and Culture Learning and Use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, 2014.

Rath, Tom. *Strengthsfinder 2.0*. New York, NY: Gallup Press, 2017.

Savicki, Victor. *Developing Intercultural Competence and Transformation Theory, Research, and Application in International Education*. Sterling, VA: Stylus, 2008.

### Additional Resources

Braswell, Porter, host. Conversation with Donna Johnson. *Race at Work*. Podcast audio. November 18, 2020. <https://hbr.org/podcast/2020/11/mastercards-former-chief-diversity-officer-donna-johnson-advancing-company-culture>

Brown, Brené, host. Conversation with Aiko Bethea. *Dare to Lead*. Podcast audio. November 9, 2020. <https://brenebrown.com/podcast/brene-with-aiko-bethea-on-inclusivity-at-work-the-heart-of-hard-conversations/>

### Outline of Course Content

Topic 1: Kicking off your Gap year

- Entering a new culture
- Culture shock
- Goal setting
- Independent living

Topic 2: Personal identity, learning styles, and personal strengths

- Understanding your values
- Personal identity in a new place
- Developing a personal philosophy
- StrengthsFinder

Topic 3: Health and wellness

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- Mental health and stress management

### Topic 4: College academics

- College-level writing
- Developing 21<sup>st</sup> century skills
  - Time management
  - Critical thinking
  - Self-advocacy

### Topic 5: The cross-culture workplace

- Typical issues in the cross-culture workplace
- Bringing your identity into the workplace
- Cross-cultural case studies

### Topic 6: Charting your educational path

- How does education fit into your future plans?
- How do you find or create an educational path that aligns with your values, identity, and future goals?

### Topic 7: Creating your professional future

- What types of careers are you interested in pursuing?
- What is your plan for achieving your professional goals?
- Resume creation

### Topic 8: Reflecting on your Gap year

- Communicating about your time abroad
- The value of storytelling
- Incorporating your Gap outcomes into your resume and college essays

### Topic 9: Wrapping up your Gap time

- Becoming a lifelong learner
- Re-entry back home
- Reverse culture shock
- Future plans