

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2020
<b>Discipline:</b>	Intra-University
<b>Course Number and Title:</b>	IU172 New Student Seminar
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Tiara Marshall & Amber Galusha-Patel
<b>Semester Credit Hours:</b>	1

**Prerequisites:** None

This class is exclusively for Gap Year students and is required of this student population. Davis Gap students may elect to take the class if they so wish.

### COURSE DESCRIPTION

Students will utilize critical thinking and problem-solving skills to create a successful transition to the Semester at Sea experience. This transition will include an assessment of social identities, values, skills, and interests to reflect on individual purpose and develop goals for educational and professional aspirations. Information literacy skills will also be enhanced by learning how to be academically successful in their coursework and within an academic discipline of interest; as well as planning and executing meaningful port experiences with different diverse populations, cultures, and perspectives. Students will determine how to best advocate for themselves in identifying resources and opportunities, developing a curricular and co-curricular engagement plan, and engaging and reflecting on those experiences. Additionally, the class provides opportunities to develop community with other Gap Year students through intergroup dialogue for a deeper understanding of various social identities and cultural backgrounds that may differ from their own.

This is a 1-credit course that will meet for the first 11 academic days of the voyage (academic days A1-A11) and will be fully completed during the first part of the voyage.

### LEARNING OBJECTIVES

After completing this course, students will be able to:

1. Utilize critical thinking skills to articulate questions, gather relevant information, assess options, and communicate a plan for a successful Semester at Sea transition.
2. Experience, acknowledge and understand social identities.
3. Gain self-knowledge through assessing individual interests, personality styles, values and skills to develop educational and professional goals.
4. Enhance information literacy skills by utilizing and analyzing library and internet sources along with insights from Semester at Sea participants to promote successful curricular and co-curricular experiences.
5. Develop a personal leadership approach to fully engage with the Semester at Sea global experience.
6. Deepen cultural competence through intentional meaningful dialogue with the gap year student community, to actively participate in an interconnected global community.

## REQUIRED TEXTBOOKS

AUTHOR: Barbara F. Schaetti, Sheila J. Ramsey, & Gordon C. Watanabe  
TITLE: **Making a World of Difference. Personal Leadership: A Methodology of Two Principles and Six Practices.**  
PUBLISHER: Flying Kite Publications  
ISBN #: 978-0-9797167-0-6  
DATE/EDITION: 2008

AUTHOR: Hal Urban  
TITLE: **Life's Greatest Lessons: 20 Things that Matter**  
PUBLISHER: Simon & Shuster  
ISBN #: 978-0-7432-3782-6  
DATE/EDITION: 2003/1st Edition

## REQUIRED RESOURCE (for completion prior to the voyage)

CliftonStrengths Inventory (Purchase required: \$19.99)

- Completion of this inventory is required **before** boarding the ship.
- Link to purchase:  
[https://www.strengthsquest.com/234665/default.aspx?g\\_source=link\\_sq3&g\\_campaign=item\\_243761&g\\_medium=copy](https://www.strengthsquest.com/234665/default.aspx?g_source=link_sq3&g_campaign=item_243761&g_medium=copy)
- You are only required to purchase CliftonStrengths For Students - **Top 5**. (You do not need to purchase all 34 Talents)

## TOPICAL OUTLINE OF COURSE

### Depart Ensenada, Mexico – January 4

**A1—January 6:** Welcome, Introductions, Overview of the Course and SAS Resources

**Readings due:** None

**Assignments due:** None

**A2—January 8:** Community Building & Classroom Expectations

**Readings due:** Urban, H. Life's Greatest Lessons – Chapter 8

**Assignments due:** Letter to Myself (Include 5 things that matter and 1 way you hope to make a difference during the voyage)

**A3—January 10:** What's Your Story?

**Readings (Video) due:** Watch - The Danger of a Single Story TedTalk; review definitions of social identities (come with questions)

**Assignments due:** Critical Reflection 1: The Danger of a Single Story

### Honolulu, Hawaii, USA – January 12

### Reflection & Study Day – January 13 (No Class)

**A4—January 14:** CliftonStrengths

**Readings due:** None; Review your Top 5 Talents from your assessment (bring to class)  
**Assignments due:** Critical Reflection 2: CliftonStrengths Assessment Results

### International Date Line Crossing – January 16 (Lost Day)

**A5–January 17:** Social Identities and CliftonStrengths (continued)

**Readings due:** Strengths So White: Interrogating StrengthsQuest Education Through a Critical Whiteness Lens

**Assignments due:** None; Come prepared (with notes, if needed) to discuss the article

### Study Day – January 19 (No Class)

**A6–January 20:** Prep for Field Class - Information Literacy

**Readings due:** Information Literacy article

**Assignments due:** Reflection Paragraph on Information Literacy

**A7–January 22:** Prep for Field Class - Meaningful Port Experiences

**Readings due:** Schaetti, Ramsey, & Watanabe - Chapter 3

Schaetti, Ramsey, & Watanabe - Chapter 7

**Assignments due:** Kobe Group *mini*-Research Project Presentations

### Kobe, Japan – January 24-28

Field Class – Kobe University – January 24

**A8–January 29:** Debrief of Field Class and time in Japan

**Readings due:** Schaetti, Ramsey, Watanabe - Emphasizing Self-Reflection – pgs. 7-9

**Assignments due:** Field Class Reflection Paper, Visual and Presentation

### Shanghai, China – January 31 – February 5

**A9–February 6:** Goal Setting

**Readings due:** Urban, H. Life's Greatest Lessons – Chapters 11 & 12

**Assignments due:** Come with a list of goals you have for the remainder of the voyage

**A10–February 8:** Getting and Staying Engaged

**Readings due:** Urban, H. Life's Greatest Lessons - Chapters 4 & 18

Schaetti, Ramsey, Watanabe - Chapter 8

**Assignments due:** None

### Ho Chi Minh City – February 10-15

**A11–February 16 (Last day of class):** Yearbook Activity and Closing

**Readings due:** None

**Assignments due:** None

### FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

## Field Class & Assignment

The field class for this course is on **Friday, 24 January in Kobe, Japan.**

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

**Title:** Collaboration, Communication and Culture – Student Exchange Program

**Description:** The intention of this field class is to connect with a local university near the port to connect with Japanese students, possibly Kobe University. I'm not sure how it works internationally, but I would preferably want my students to meet with first-year students, students who aren't too far removed from high school. With this visit it is my hope that both student populations work together to learn about each other's culture regarding academics at the higher education level, to learn about each other's goals and how they plan to accomplish them, to communicate and collaborate with each other on specific issues, and to learn how students at Kobe University may share some of the same values as SAS, focusing on how they practice inclusivity and acceptance of others from different countries and cultures. It is my hope that my students will take what they learn in Kobe from their experiences and apply in countries throughout the voyage.

**Objectives:** All of this can happen in many different ways. First, the Japanese students can take our students on a tour of their campus. This can help later in the day for a possible scavenger hunt where the two student populations will be in mixed groups working together to solve riddles and unlock clues locating different objects. Another activity can include my students meeting with different student organizations at Kobe University. This can show the culture of academics and student life and how students stay active and involved outside of the classroom. To learn more about Japanese culture, lunch can be intentional as well with having the options of traditional Japanese cuisine.

After the field class, I plan to debrief with the class about their experiences and discuss what I want their assignment to look like. In addition to small reflection paper, I want them to incorporate a creative visual as well. This can be anything they want it to be, but It just has to be creative. The visual should be a synopsis of their paper because they will present it to their peers in the next class.

## METHODS OF EVALUATION

*All assignments are due at the start of class on the dates specified. Late assignments will not be accepted unless there is an emergency. (Please note that computer malfunctions will not count as an emergency.)*

Assessment Components	Points	Due Date
In Class Participation	15	A1-A11
Meet with Mentor	5	A1-A11

Letter to Myself	10	A2 - January 8, 2020
Critical Reflection 1 - Danger of a Single Story	10	A3 - January 10, 2020
Critical Reflection 2 - CliftonStrengths Results	10	A4 - January 14, 2020
Kobe Group <i>mini</i> -Research Project Presentations	15	A7 - January 22, 2020
Field Class Attendance and Participation	15	January 24, 2020
Field Class Critical Reflection 3, Visual and Presentation	20	A8 - January 29, 2020
<b>Point Total:</b>	<b>100</b>	

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but **no later than two months prior to the voyage**. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS FOR THE LIBRARY**

None

## **FILMS**

The Danger of a Single Story - Ted Talk - Chimamanda Ngozi Adichie  
[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)

## **ELECTRONIC COURSE MATERIALS**

Tapia-Fuselier, N. & Irwin, L. (2019). Strengths so White: Interrogating StrengthsQuest education through a critical Whiteness lens. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 5(1), 30-44.

Information Literacy article

## **ADDITIONAL RESOURCES**

None