

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Visit Countries of Choice, Virtually

EDUO 9365 3 Semester Credits/Units

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Course Syllabus

Course Overview:

Earn credit and learn all about another country from the comfort of your own home. Experience **A Country of Your Choice**, virtually. Study the history, geography, economics, arts, literature, music, and culture of any country through web-based research. Develop travel itineraries for future use. Develop an ad campaign highlighting the country's best assets. Read a book of your choosing to compare/contrast reality with fiction. Use what you learn in this course to bring your classroom to life! This course is online and self-paced. The course may be taken up to three times for credit. You may choose to visit any country.

Course Learning Objectives: Students will present:

- Evidence of having studied the country through historic, geographic, economic, and cultural articles.
- Information and knowledge learned from the articles and videos presented in various formats including maps, emails, written summaries, and images.
- Three standards-based classroom lessons using the knowledge learned from course resources and research.
- Evidence of learning by comparing and contrasting literature with reality.

Course Relation to CCS or other Professional Standards

By submitting three lesson plans based on the knowledge obtained from this course, professionals are relating their learning to:

- National Board Professional Teaching Standard Proposition 2 - that teachers know the subjects they teach and how to teach those subjects to students.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module dropboxes in Moodle

Course Assignments

1. Pre-trip Summary (1)

Objective: Examine current knowledge of The Country in order to activate background knowledge and personal interests.

Activity: Before beginning the virtual trip, students will submit one typed page describing what they currently know - or don't know - about The Country.

Assessment: Submit your completed assignment to the Assignment 1 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

2. Historical Summary (2, a-c)

Objective: Examine The Country's ancient and recent history in order to demonstrate an in-depth historical knowledge that can be activated in order to educate students in a dynamic fashion.

Activities:

a: Locate The Country on [this website from the BBC](#) and read the 'Country Profile'.

b: Use your own interests to conduct personalized research into the history of The Country. List the resources you found in the summary below.

c: Write a one-page summary of what you learned through your research as well as what new information you will bring into your classroom. Base your summary around this essential question: In your opinion, which significant moments in history have most contributed to The Country's identity - both domestically and globally?

Assessment: Submit your completed assignment to the Assignment 2 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

3. Tour Map (3, a-e)

Objective: Design an original map of The Country in order to demonstrate knowledge about physical landmarks, boundaries, and other relevant features.

Activities:

a: Locate The Country on [this 'World Atlas' website](#) and read the 'Maps and Facts' article.

b: Locate The Country on [this 'Country Studies' website](#) and read the corresponding article.

c: Use [World Heritage Sites](#) to determine if The Country has any world heritage sites within its borders. If so, read and research them.

d: Using [Google Tour](#) (or a platform of your choice) design an original map of The Country. Label the physical boundaries and at least fifteen (15) landmarks, geographic features, world heritage sites, climates, National Parks, and/or cities.

e: Design your map with this question in mind: If you had two weeks to spend in The Country, where would you spend them?

Assessment: Submit your completed assignment to the Assignment 3 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

4: Economic Summary (4, a-d)

Objective: Summarize the effect of The Country's geography and history on its current economic state.

Activities:

- a. Locate The Country on [Index of Economic Freedom](#) and read the corresponding article.
- b. Locate The Country on the [World Bank's website](#) and read the country specific article.
- c. Use your own interests to conduct personalized research into The Country's economy. List the resources you found in the summary below.
- d. Write a one-page summary about the current state of The Country's economy. Base your response around the following question: How has The Country's history and geography affected its economic development?

Assessment: Submit your completed assignment to the Assignment 4 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

5. Cultural Postcard (5, a-b)

Objective: Explore the various cultural aspects of The Country and write a first-person narrative describing certain culture and etiquette.

Activities:

- a. Explore the internet for worthwhile and legitimate sites that describe the following components of The Country in depth: cuisine, arts and literature, etiquette/social norms, music and dance.
- b. Applying your new cultural competence, choose a theme – food and cuisine, arts and literature, etiquette, or a combination – and write a three-paragraph email to a friend describing what you have learned about The Country's culture. Did anything surprise you? Do you think that you might commit a social faux-pas if you were in-country?

Assessment: Submit your completed assignment to the Assignment 5 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

6: Tourism Advertisement (6, a-b)

Objective: Design a convincing tourism advertisement highlighting the benefits of travel to The Country.

Activities:

- a. Locate the government-run tourism website for The Country. Read through the website carefully and thoroughly.
- b. Pretend that you work in the tourism sector of The Country's government. Design an advertisement ([Google Slides](#), [Prezi](#), video, or [Pamphlet](#)) highlighting key travel features that could be used to boost tourism to the country. You must include the following:
 - i. a catchy slogan
 - ii. demonstration of knowledge obtained in activities 2-5

1. How has The Country's history contributed to its current tourism performance?
 2. What about its geography makes The Country a desirable vacation spot? Or not.
 3. How does the economy support The Country's claim as a tourist destination? Or not.
 4. Which cultural aspects set The Country apart from other destinations?
- iii. a minimum of ten (10) visuals
 - iv. include three suggested itineraries (between 3 days and two weeks). Include specifics such as where to sleep and eat and how best to travel between destinations.
 - v. a convincing closing. Why would a tourist want to travel to The Country?

Assessment: Submit your completed assignment to the Assignment 6 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

7: Post-trip Summary (7, a)

Objective: Use a convincing argument to reflect on the difference between a virtual trip and an in-person trip.

Activity:

- a. Think about what you have learned during this virtual trip and reflect on what you have not learned. Considering the following questions, write and submit a one-page reflection: By taking this trip virtually, rather than in person, what have you been unable to learn? What important aspects of a country can you only experience in-person? Do you want to travel to this country?

Assessment: Submit your completed assignment to the Assignment 7 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

8: Lesson Plans (8, a-b)

Objective: Utilize knowledge learned in this course to develop three standards-based lesson plans for the classroom.

Activities:

- a. Create and submit three CC or National Standards-based lesson plans incorporating knowledge gained from this course. Include differentiation and assessment strategies
- b. List and detail how your lessons incorporated the Standards used in "8, a."

Assessment: Submit your completed assignment to the Assignment 8 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

9: Novel Deep Dive (9, a-c)

Objective: Utilize knowledge learned in this course to compare/contrast one historical fiction novel that takes place in The Country. (If this proves difficult, come up with an alternative assignment and contact the professor).

- a. Research your county of choice in sufficient detail to be conversant on all relevant aspects of its history, economy, culture, etc. and be able to compare/contrast fact with fiction.
- b. Read the country-related historical fiction novel of your choosing.
- c. Using the following questions (i - viii) as a guide, write a three-page reflection comparing and contrasting how the novel is similar and different to real life.
 - i. Conflict: What is the conflict? Which forces opposed each other and led to certain clashes?
 - ii. Context: What was the setting around the conflict? What underlying political, economic, historical, cultural, and social forces were part of the setting at this time? Did these issues fan the flames of conflict or help subdue them?
 - iii. Cause: What was the immediate cause of the conflict? Were there other, more distant causes?
 - iv. Characters: Who were the main players of the conflict? What roles did they play and on which side of the conflict were they?
 - v. Course: What were the course of events that led to the cause of the conflict and/or the resolution of this conflict? Was it resolved?
 - vi. Conclusion: What was the ultimate conclusion? Is there anything about this conclusion that can help us to understand other historical events like the conflict in this novel?
 - vii. Consequences: What happened as a result of the conclusion of this event?
 - viii. Comparison: How does the history of this era come to life in the novel you chose?

Assessment: Submit your completed assignment to the Assignment 9 Dropbox in Moodle. Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Course Materials:

1. Country Profile on http://news.bbc.co.uk/2/hi/country_profiles/default.stm
2. Country Profile on <https://www.worldatlas.com/>
3. Country Profile on <https://countrystudies.us/>
4. Country Profile on https://whc.unesco.org/en/list/&search=&searchSites=&search_by_country=®ion=3&search_yearinscribed=&themes=&criteria_restriction=&media=&description=&type=cultural&order=country
5. Country profile on <https://www.heritage.org/index/pages/all-country-scores>
6. Country Profile on <https://www.worldbank.org/en/where-we-work>

Course Assessment Rubric:

<p>EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p>ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p>NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
<p>All work submitted reflects in-depth understanding of course objectives.</p>	<p>Most work submitted reflects in-depth understanding of course objectives.</p>	<p>Work shows little or no in-depth understanding of course objectives.</p>
<p>Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.</p>
<p>Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p>	<p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
<p>Assignment content and required projects were original.</p>	<p>Assignment content and required projects were original.</p>	<p>Evidence that not all assignment content and required projects were original.</p>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>