

2020 Spring Global Communication Program (GCP) Syllabus ①

1. Program Title	Global Communication Program (GCP)
2. Instructor	CUTTING Miki
3. Implementation Site	St. Edward's University (Austin, U.S.A.)
4. Year	2020
5. Semester	Spring
6. Language	English
7. Credits	8 credits *Credits are counted toward the maximum number of credits registerable per semester.
8. Subject Name	Special Lecture-Liberal Arts (E)
9. Overview	Based on our mission of cultivate human resources who can succeed globally, students are sent to St. Edward's University (SEU) in the United States for two months where they take the classes Public Speaking, Critical Thinking, and Multicultural Society in the US. At SEU, which has established a reputation for providing small-group liberal arts education, students will improve skills that Japanese students typically have trouble with such as critical thinking, academic speaking and debating, self-expression in English, and breadth of perspective. They will learn through exposure to myriad opinions and develop the ability to contribute to others. SEU also has a strong Buddy System for student support, and student interaction is thriving. Students will receive support before, during, and after the program. In the pre-program sessions, preparatory lessons will be provided to help students heighten their learning outcomes during their short-term study abroad in the United States.
10. Objective	<p>Public Speaking: Students will develop the knowledge and skills needed to effectively communicate their opinions in front of a group of people (in English). Individualized supervision will help students improve on their respective weak points and develop the ability to exhibit and communicate their personalities in English.</p> <p>Critical Thinking: Students will learn to change their perspectives by objectively recognizing common thinking traps and expanding their thinking. They will also learn how to express their thoughts, apply them to speeches and reports, and engage in discussions and communication from a variety of angles.</p> <p>Multicultural Society in the US: Students will gain the ability to view American society from many angles by learning widely about U.S. history, politics, religions, immigration, and education. They will also develop the ability to discuss society and culture from many angles.</p> <p>In the pre-program sessions, students will strengthen their English communication skills, active assertiveness, intercultural communication skills, ability to expand their perspective, intercultural sensitivity, and self-growth (e.g., goal-setting and personal management) to help them further their growth while on study abroad.</p>
11. Participation Fee (Approx.)	Please refer to the application information.
12. Recommended qualifications/knowledge	The classes require academic English. TOEFL 500 is a preferable level for the program. TOEFL 460 or higher may be suitable.
13. Standard of Completion	<p>Public speaking</p> <p>Public speaking is designed to help you develop your oral skills, particularly in terms of confidence building, formal presentation skills, participation in group discussion, pronunciation, vocabulary and idiomatic language. You will participate in weekly moderated group discussions and deliver four presentations, all of which are designed to simulate the American university experience. All speeches will be video-recorded, and you will meet with me for individual consultations on two occasions. In your first consultation, you will receive feedback in regards to your first two speeches (Academic self-intro and key topic expert speech), and in the second</p>

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	<p>consultation, you will receive feedback on your third speech (panel presentation) as well as feedback in preparation for your final presentation. Although this course is primarily designed for improving your oral skills, we will also engage in a variety of listening activities that will help you improve your listening comprehension of main ideas and details.</p> <p>Critical Thinking</p> <p>“Thinking about the world, about others, and about ourselves in light of a reflective and critical self-understanding of the human condition may be even more important than winning arguments or unreflectively accumulating facts, wealth, or power. It may, indeed, be the most important critical outcome of all.” (The Critical Thinking Toolkit, 2017 p. 5).</p> <p>Critical Thinking is a foundation course focused on a variety of skills that are needed for higher level thinking in college courses, including enquiry, information processing, reasoning, application/integration, evaluation, and creativity. One goal of this course is to learn to seek and draw intelligent conclusions by keeping an open mind toward alternative viewpoints as well as adopting a skeptical attitude toward your own ideas, assumptions, and evidence and those of others. You will demonstrate your critical thinking in writing by communicating to your readers a sense that you are thoughtful, well-informed, and fair-minded. To that end, another purpose of this course is to improve your writing in terms of fluency, organization, sentence structure, grammar, and vocabulary.</p> <p>Multicultural society in the US</p> <p>These courses are a comprehensive introduction to selected aspects of Multiculturalism of American society. Topics include, but are not limited to, “American” values, religions, political and education systems, family, and the issue of racial and ethnic diversity and inequality. One of the goals of the courses is for the students to become familiar with the key concepts as well as historical situations that contributed to the building of the American society as it is perceived today. Another purpose of these courses is to learn to read, think, and discuss critically and analytically through the assigned readings, class discussions and other projects.</p> <p>Overall objectives</p> <p>Academic English skills (speeches, discussions, presentations, writing), Communication skills, Intercultural communication skills, Skills to broaden perspectives, Development of Intercultural sensitivity, Personal development.</p>
14. Teaching Method	Flipped classroom, lectures, discussions (panel discussions, moderated discussions, discussion leaders), speeches, presentations, group projects.
15. Schedule (Tentative)	Pre-departure classes : April 2020 – May 2020 (13 times) Practicum: Monday, June 1 st 2020 – Tuesday, July 28 2020
16. Method of Grade Evaluation	Pre-departure sessions: Assignment 5%, Quizzes 5%, Attendance 5% Critical Thinking: 20% of final grades Public Speaking: 20% of final grades Multicultural Society in US-A: 20% of final grades Multicultural Society in US-B: 20% of final grades Reflective journal: 5%
17. Requirements for students	No speaking Japanese. Respect each other and form a good learning environment together. All classes require preparation and active participation.
18. Textbook	Pre-departure sessions: Culture Map/Erin Mayer Classes at SEU: Booklets will be distributed
19. Further Reading	
20. Others	
21. Notes	

2020 Spring Global Communication Program (GCP) Syllabus ② SERVICE LEARNING

1. Program Title	Global Communication Program (GCP)
2. Instructor	CUTTING Miki
3. Implementation Site	St. Edward's University (Austin, U.S.A.)
4. Year	2020
5. Semester	Spring
6. Language	English
7. Credits	2 credits *Credits are counted toward the maximum number of credits registerable per semester.
8. Subject Name	Volunteer Activities (E)
9. Overview	This is a service learning course which enables students to connect classroom learning to community service. Students have learning experience while serving community in needs and working with local volunteers in Austin, Texas.
10. Objective	The service-learning course is an opportunity for students to apply knowledge, understanding, and skills acquired from their academic courses to service experiences at a designated site.
11. Participation Fee (Approx.)	Please refer to the application information.
12. Recommended qualifications/knowledge	The course requires willingness to volunteer in a local community in America. For discussion and reporting, academic English skills are required.
13. Standard of Completion	The course aims to foster the development of the whole person through a lived service experience. Moreover, the course seeks to engage students in intellectual reflection, which allows students to synthesize classroom learning with their experiences and to recognize their growth as individuals and citizens. Through this combination of service and reflection, students will cultivate a better appreciation of issues of social justice and will be able to identify how their service experience is a reciprocal relationship.
14. Teaching Method	On-site volunteering, lectures, reflection, discussion, presentations.
15. Schedule (Tentative)	Pre-departure classes: April 2020 or May 2020 (Once) Practicum: Monday, June 1st 2020 – Tuesday, July 28 2020
16. Method of Grade Evaluation	All assignments must be completed by the dates and times specified in the course schedule. Note: There are no quizzes or exams for this course. <i>Participation</i> – All students are expected to attend and participate in the following course activities: <ul style="list-style-type: none"> ❖ Lectures -- Introductory lectures will occur at the beginning of the course to provide students with a comprehensive understanding of the context and purpose of the course and their designated sites. ❖ Reflections --Group debriefing sessions will begin during the third week of class. Students should come prepared to engage in discussions with their instructor and fellow classmates. ❖ On-Site Activities -- Students will have designated service sites/times throughout the term. Students must log a minimum of 25 hours of service. Students will need to have their hours verified by the volunteer site (Hours Verification Sheet provided by instructor). <ul style="list-style-type: none"> ○ Central Texas Food Bank ○ Caritas of Austin

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	<p><u>Course Assignments</u></p> <p><i>Individual Reflections</i> – Students will complete three (3) written reflections throughout the course. Reflections should provide the instructor regular updates of your thoughts and experiences while working at your sites, as well as integrate material from lecture and your other courses (Grading rubric to be provided prior to first reflection due date).</p> <p><i>Final Presentation</i> – At the end of the course, students will be required to give a presentation in which they will share and reflect upon their volunteer experience. Presentation requirements will be provided later in the course.</p> <p><i>Final Reflection Paper</i> – At the end of the course, students will complete a final reflection paper. Students will revise their previous individual written reflections and write an additional 1 page final reflection. The additional report should analyze their personal growth and development during the course. Specific paper requirements will be outlined later in the course.</p> <p>Pre-departure session: Assignment 5 %, attendance 5%, Preparation and goal setting: 5%</p> <p>On-Site Attendance: 20%</p> <p>Written Reflection #1: 5%</p> <p>Written Reflection #2: 10%</p> <p>Written Reflection #3 :10%</p> <p>Final Reflection Paper: 15%</p> <p>Final Presentation: 25%</p>
17. Requirements for students	All students are expected to volunteer at designated sites throughout the term.
18. Textbook	
19. Further Reading	
20. Others	-
21. Notes	<p>Service sites:</p> <p>Central Texas Food Bank (www.centraltexasfoodbank.org)</p> <p>The Central Texas Food Bank is at the front line of hunger relief with the help of roughly 250 partner agencies in 21 counties across Texas. They have provided more than 38 million pounds of food to families in need in the past few years, and they have a variety of programs to reach out to the community (https://www.centraltexasfoodbank.org/learn-more/solutions).</p> <p>Students will work in four different settings while at the CTFB.</p> <p>In the Kitchen, students will begin on-site meal preparation for the Children’s Meal programs, which will allow CTFB to save money while serving healthier meal options (hot and cold) to children in Kid’s Cafe, an after-school meal program, and during the summer meal program.</p>