

OAP 404/504: Scotland: Literature, Language and Culture

Summer 2017 Scotland

Aspire, Engage, Excel



<http://www.scotland.org/features/7-reasons-why-you-should-study-abroad-in-scotland>

Number of Credits 3

Program Dates 6/22/2017-7/2/2017

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Course Description and Content:

OAP 404: The **Literature, Language and Culture of Scotland** program will provide each student with the singular opportunity to investigate imagination and literacy connections in the environments of Edinburgh, Glasgow, and the Scottish coast and countryside. The class will involve a ten day trip with excursions to two universities, castles, museums, literary sites, historic sites, national parks, and an international literacy conference. Students will be required to immerse themselves in literature and literacy readings as well as environments visited.

Major Study Abroad and Course Specific Objectives:

- To provide students with the opportunity to gain first-hand knowledge and experience of the culture and customs of Scotland.
- To investigate school practices in Scotland, preschool through doctoral levels
- To investigate the roles of digital and print literacy.
- To develop graduate-level reading and writing skills.
- To facilitate personal development through gaining intercultural sensitivity, feeling more connected to the wider worlds of education and literature, develop a stronger understanding of US educational practices, and develop independence, confidence, and self-knowledge through international travel.
- To develop understandings of Language Learning and Acquisition through immersion in countries with differing dialects.
- To experience short-term living in different cultures, exposure to different learning environments, increased knowledge of another part of the world, and interaction with local residents.

Specific Course Student Learning Outcomes: (These should be measurable)

The student will

- utilize, describe and analyze varied concepts and processes of text analysis (*readings, journals, discussions*)
- demonstrate the ability to analyze (and graduate students will research) historical texts and criticism (*journals, discussions, grad presentations*)
- explore connections between culture and comprehension of narrative and expository texts and present their learning through a variety of written and technological methods (*memorization, readings, journals, final project*)
- explore strategies and activities for helping students or others develop independence in content area learning through reading, writing, listening, and speaking activities (IRA Standard 1, 2). (*readings, journals, discussions, memorization, final project*)
- understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition (IRA Standard 5.) (*travel, reading, journal, discussions, final project*)
- demonstrate the ability to use technology to enhance teaching and learning (IRA Standard 2). (*online discussions, responses, presentation of final project*)
- write a final paper that incorporates all other objectives and outcomes.

Education students will (instead of a final paper):

- design and construct instructional materials for integrating reading, writing, and higher order thinking skills into B-12 instruction for guiding reading comprehension and the writing process (IRA Standard 1, 2, 5) OR ALTERNATE PROJECT that requires evaluation, synthesis, and creation (*final project*)
 - identify genres and literary theories to use to create CCSS plans for classroom use

Course Requirements (Due dates TBD):

ALL STUDENTS:

- Attendance at ALL events on the itinerary
 - See itinerary in this document
- Read three books (see timeline for suggestions) and watch five videos.
 - We will watch 3 videos together during Spring 2017: 2 chosen by group plus “Saving Mr. Banks.”
 - You will watch 2 on your own from the following list:

(TBD)

* Education candidates will incorporate children’s literature for some of their choices. number dependent on particular books and prior approval arranged through the professor

- Keep a journal during readings and tour activities
 - In addition to online reading responses due before the trip,
 - expect to spend one half-hour per day on tour recording thoughts
 - Portions of the journal will be incorporated into the final paper
 - Copies of journal pages will be appended to the final paper
- Final Project (Choice dependent on major and consultation with professors):
 - Creative manuscript OR
 - Teaching Plan (“Learning to Teach Literacy from Reading Children’s Books) based on Galda’s “Learning from Children Reading Books” OR
 - Common Core Learning Module on Topic Approved by Professors OR
 - Final paper aligned with student’s major

Whatever final project is chosen, the student will

- Prepare and present the project in digital format
- Include research findings

Graduate students (per College guidelines for Swing Classes) will be required to complete an additional assignment:

- Present one teaching related to Scottish writers/literature during the tour

Grading Scale:

	A 95-100	A- 90-94
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73

*NOTE: At the graduate level, a grade of C+ or lower is recorded as an E.

Grading Methodology:

- Attendance and participation 20%
- Readings and Video Viewings 20% (Grads 15%)
- Conference Attendance 10
- Journal 20 (Grads 15%)
- Final Project (with digital presentation) 30

Grad Presentation on Literary Analysis (Grads 10%)

Attendance/Participation/Late Assignments Policy:

1. Prompt arrival, regular attendance and active participation are required. **Three tardies (e.g. more than one minute late to meeting place for scheduled departure on any group outing) equal one unexcused absence.**
2. One unexcused absence will result in the lowering of the final grade by one step (ex. A- to B+).
3. **Documentation** of the reason for an absence is essential if the absence is to be excused.
4. In addition, class members **are required to contact the professor as soon as possible if they must miss a class.**
5. Multiple (more than one) absences for any reason will jeopardize a class member from successfully completing the course.
6. Lack of active participation, verbally and through written forums will adversely affect the final grade. While class members are encouraged to bring laptops / electronic devices to class, points will be deducted if a person is interfacing with a site that is not connected to class. Class members will be notified by email if their levels of participation are not acceptable.
7. ½ point per calendar day will be deducted for late assignments.
8. No extra credit will be given for extra projects.

See <http://www.brockport.edu/policies/index.php> for details on all
College at Brockport policies.

Participation Guidelines:

- Excerpts from the Policy and Procedures Handbook are included here and taken from the College at Brockport Study Abroad Web site under “Important Information.” You should read the entire:
 - Policy on Conduct
 - Policy on Use of Controlled Substances
 - Excellent Advice Section (e.g. Safety)
- Be on time (or early), all the time!
- Be prepared for every class meeting – including any work required during bus or train rides.
- Be a vocal participant, sharing your ideas, questions, comments.
- Be an active, engaged listener during every class session.
- The policy on conduct is often summarized as: “while you are overseas, you are an unofficial ambassador for your home institution, for The College at Brockport and for the United States.” As our representative we have a stake in insuring that you represent us (and yourself) well. A student who fails to follow the policy on conduct may be sent home at his/her own expense.
- Safety: Don't Hitchhike (Which is defined as accepting rides from strangers, whether or not you use your thumb to get the ride). Never do it, not under any circumstances, no matter what anybody tells you. No matter if “it's perfectly safe,” and especially not if “everybody does it!” It isn't, and everybody does NOT do it. You, for one. Don't do it. Period.
- Accountability System: It is wise to have assigned travel partners that are accountable for each other for the duration of the program. This does not mean that these individuals are required to “be” next to each other at all times, but rather just to watch out for each other. E.g. sometimes a student goes to the restroom and is left behind by the group. The travel partner or buddy is to make sure that this does not happen.
 - It is recommended that students use the buddy system at all times. “Do not go anywhere by yourself.” “Always bring a buddy with you, even if it's just a quick trip to the supermarket.”
 - Each country location will have different variations on safety and proper precautions. As a general rule it is safer and more respectful of others to make sure someone knows where you are at all times. E.g. Leave a note, or even better, hand the note to the Professor: E.g. “Four of us (names included) are going to the Green Turtle Pub tonight. We will make sure that we come home together.” If the group moves on to the “Jumping Stag Cinema” then call or text the Professor and let her know of the change in plans.

Course Policies:

- **Cell Phone and Electronic Devices Policy:** Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published at <http://www.brockport.edu/policies/index.php>.

Policy on Student Academic Dishonesty:

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Policy Statement:

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

It is vitaly important that the Office of International Education be informed by the student at the time of program application if the student has need of any specific accommodation. On some programs and in some countries the available facilities and laws dealing with disabilities are different than on the campus at Brockport. Ample time needs to be given so that the Office of International Education can seek to provide the best opportunities and advice for any student that needs special accommodation.

Expected Itinerary:

The Brockport Office of International Education and the Professor publish this expected itinerary with the intent of providing these or similar experiences for the student so he/she will have an outstanding Study Abroad Experience. We reserve the right to change specific items in the itinerary or to cancel itinerary items without replacement if we deem that financial, logistical or political conditions make it advisable to do so. (Excursion and admissions are included in the price unless otherwise noted.)

Day 1 6/22 Leave US

Day 2 6/23 Arrive Edinburgh before noon -- Lunch together -- Elephant House, walking tour, dinner on own

Day 3 -- 6/24 Author's tour, Castle tour, Dinner together, Arthur's Seat (hike with fantastic view!)

Day 4 -- 6/25 Free Day CHOICES – ADDITIONAL COST FOR MARKED VENUES

Examples of possible choices (no charge): Portrait Gallery, Botanical Gardens, Leith Walk....

Examples of choices that cost extra: Bus Tour and Hike: Inverness & Loch Ness)

Whiskey Walking Tour

Harry Potter Filming Walking Tour

Day 5 -- 6/26 University of Edinburgh, School visit, Dinner together

Day 6 -- 6/27 North Berwick

Day 7 -- 6/28 National Museum, QE Yacht

Day 8 -- 6/29 Free Day – see earlier choices (plus venues you will discover during our stay)

Day 9 -- 6/30 Transfer day -- hiking Loch Lomond (Stirling Castle – extra cost)

Glasgow

Day 9 -- 6/30 cont. – Conference

Day 10 -- 7/1 Conference, Explore Glasgow, Museum (free)

Day 11 -- 7/2 Conference --Fly Home from Glasgow (Bid a fond farewell to Scotland)