



The University of South Dakota

School of Education

Division of Curriculum and Instruction

EDFN 392 Guatemala Experience: Understanding Impact of Culture (1 cr.)

Spring 2015

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I. Course Description

The Guatemala experience will provide students numerous opportunities to interact with a culture that is very different than their own. The experience will expose students to differences that include race/ethnicity, religion, socio-economic, age/gender and special needs. Students will experience a culture much different from what they are accustomed to in the United States while studying the impact of culture on teaching and learning.

II. Rationale

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. The primary purpose of this course is to prepare students with an appreciation of the influence of culture on teaching and learning and to develop a deeper appreciation of diversity.

III. Suggested Readings

The Lonely Planet Guatemala (Travel Guide).

or

Fodor's Guatemala, 2nd Edition (Travel Guide).

IV. Course Objectives/Outcomes – Standard – Assessment

Class participants will be required to demonstrate knowledge and skill in:

Objectives/Outcomes	Standards	Assessment
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1. Developing an understanding of the culture of a region in Guatemala.	SOE 10	Journal/Formal Paper/Presentation
2. Compare the education of US to that of Guatemala.	SOE 10	Journal/Formal Paper/Presentation
3. Cultivate a deeper understanding of one's own culture.	SOE 3	Journal/Formal Paper/Presentation
4. Demonstrate an understanding of the impact culture has on learning and teaching.	SOE 3	Journal/Formal Paper/Presentation

Course Activities:

- 1 Attend all class sessions and participate in class discussions and activities.
- 2 Demonstrate behaviors associated with a professional educator.
- 3 Successfully complete all readings, assigned projects and assessments.

Grading - The methods of assessment and criteria for grade assignment for this course are:

1. Formal paper
2. Group presentation

Grading Criteria:

The following evaluation criteria are subject to change depending upon the needs of the students and the amount of content being covered over the course of this class.

A. Formal Paper	75
B. Group Presentation	50
C. Daily Journal Writing (15 pts)	75
Total	200 pts.

Grading Scale	A: 92-100	B: 84-91	C: 76-83	D: 68-75	F: ≤ 67
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V. Instructional Methods and Activities

Methods and activities for instruction include:

Traditional Experiences

1. **Attendance:** All students are expected to attend and participate in all scheduled preparation meetings prior to departure for Guatemala and participate in all structured educational events in Guatemala, and participate in final presentation of learning following the experience in Guatemala.

2. Large group instruction/discussion: Participation in small and large group discussions and activities will be expected.

3. Formal Paper: Complete a formal written reflection including discussion, analysis and reflection on the cultural understanding gained from the experience, experience of service learning in Guatemala and what was learned, and the comparison of Guatemala schools compared to US.

4. Presentation: All students will participate in group presentations of experiences and lessons learned from their experience in Guatemala communities, schools, and agencies.

Clinical Experiences

1. Application assignment – Students will keep a written daily journal of their experiences and learning while in Guatemala. Journal entries will include the following topics; 1) cultural characteristics of the population, 2) the economic, social and political impact on the people of Guatemala, 3) how the education system compares to US, and 4) cultural impact on teaching and learning.

VI. Course Schedules and Policies

A. Tentative Schedule: This is a tentative schedule and is subject to change depending upon the needs of the students, the instructor, and the content covered.

DATE	TOPIC	READING & QUIZZES DUE
Week of Dec. 1, 2014	Introduction and Overview	Students gather information, develop questions, Develop list of teaching methods, activities when visiting schools.
Friday, March 6	Depart for Guatemala then to Quetzaltenango	Journal, develop questions of culture, schools, teaching
Saturday, March 7	Spanish: language acquisition	Spanish survival course, journal, peer Spanish conversing.
Sunday, March 8	Culture up-close – tour Atilan	Journal: country, region culture.
Monday, March 9	Education in Guatemala, local school visit	Journal: community, people, teachers, students, care givers & culture. Education differences.

Tuesday, March 10	Cultural excursion, industry and Mayan tradition	Journal: community, people, industry, history.
Wednesday, March 11	Guatemala History and the Arts – cultural experience in dance	Journal: community, people, culture, the arts.
Thursday, March 12	Economic impact	Journal; impact of economy on Guatemala children.
Friday, March 13	Cultural excursion, Antigua	Journal; the market place
Saturday, March 14	Depart for USA	

B. Class Policies

1. **Attendance & Participation:** All students are expected to attend class in a timely manner and carefully read and prepare assigned material **prior** to class.
2. **Assignments:** All assignments should be typed, double-spaced with 12-point font.
3. **Freedom in learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
4. **Academic Honesty:** No credit can be given for a dishonest assignment. For information regarding the definition, scope and consequences of academic dishonesty, please see the student handbook. This handbook is available in an online version at: <http://www.usd.edu/infodesk/studenthandbook.pdf> At the discretion of the instructor, a student found to have engaged in any form of academic dishonesty may be:
 - a. Given a zero for that assignment.
 - b. Allowed to rewrite and resubmit the assignment for credit.
 - c. Assigned a reduced grade for the course.
 - d. Dropped from the course.
 - e. Failed in the course.
5. **Disability Services:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center North, Room 119B; 677-6389; <http://www.usd.edu/ds/>) as early as possible in the semester.