

**Proposal: GLST 212: An Introduction to Great Britain should be approved for the Social Sciences menu.**

1. **Disciplines:** GLST 212 is a sophomore-level course in International/Global Studies, one of the disciplines that qualify for inclusion in the Social Science menu. Moreover, it is taught only "on site" in Oxford, England.
2. **Definition of Social Science courses:** Global Studies is, by definition, an interdisciplinary field located at the intersection of the social sciences, natural sciences, and the humanities. Concerned with higher levels of aggregation, the course involves the study of a variety of social variables: with particular, but not exclusive attention, to larger demographic, political, economic, and cultural systems. It examines certain dynamics of human interaction; the relationships between humans and their physical environment; the creation and interaction with institutions of power and governance; and the production, distribution and consumption of goods and services. We also consider interactions within and between these diverse levels of aggregation, with some focused attention on the British attempt to balance individualism with social cohesion, social well-being and fairness.
3. **Course Content:** GLST 212 examines contemporary British society and culture, with keen attention to how the British past has shaped the present, as well as how contemporary Britain interprets and commemorates its past. We explore contemporary politics, social discourse, global engagement, controversies around minority issues and immigration, with particular attention to Muslim minorities in the UK. We also examine Britain's relationship to Europe and the European Union.

Please see course description, purpose, and learning outcomes/competencies below.

Course Description: Introduces students to Great Britain through the examination of regional geography, social groups, cultural values and major institutions, with special attention to the issues that currently dominate public discourse. Students learn from local guest lecturers and on-site observation of British institutions, as well as through small group tutorials in the Oxford learning tradition.

Purpose of this course: To cultivate the student's ability to think critically, consider information in context, and write about historical, social, or cultural themes in a clear, analytical fashion. The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historical underpinnings of British and European civilizations, this course should *foster empathy and a sense of shared humanity*.

Student Outcomes and Competencies: As in any GLST course, students will learn to think, write, and speak critically about contemporary global issues, in this case focused on the British context. They will, moreover, be challenged through specific assignments, to see particular global topics as multi-dimensional questions that must be problematized at a variety of economic, cultural, and social levels.

**Introduction to Global Studies (INTS 212)**

**The British & European Landscapes**

Syllabus (Part II) – FALL 2013

Stephen Shewmaker and Jacqueline Morrison

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Class times:

Office hours:

**Section 1: Introduction to Course Mission and Goals**

The mission of Abilene Christian University is to “educate students for Christian service and leadership **throughout the world.**” This class prepares students for this mission by critically engaging them in the culture of their study abroad host country – The United Kingdom. Students will use the UK as their classroom merging service, travel, and learning to develop the tools to become global Christian servants and leaders.

Studying abroad offers students tremendous opportunity to “be there,” a term that refers to the possibility of transformation that is presented to study abroad students, and indeed anyone, who seeks to know and understand another culture. \* The goal of this course is to foster “transformations at the edge of the world” by providing an integrated and holistic learning environment that pushes students to greater contemplation and understanding of their place in the world. Course goals include:

**Fostering Global Awareness.** A primary goal of the course is to help students adjust their outlooks on the world. To that end, we will examine European societies, histories, and institutions, with particular attention to the United Kingdom and Spain. Through attention to both the past and to current events, use of interdisciplinary readings, and the integration of experiential learning, students should come to see the interconnectedness of events, peoples and systems around the world, as well as grow in their willingness and ability to see things from the points of view of other peoples.

**Developing Critical Thinking Skills.** Both prior to departure from Abilene and following arrival in Oxford, we cultivate the skills that are necessary for discerning the values, outlooks and practices that characterize our host society(s). In addition, we allow our engagement with European societies to inform our own critical self-evaluation as (mostly) North Americans.

**Stimulating a sense of local and global mission through local Service Learning.** From the outset, students will consider the ethical implications of their study abroad experience. They will reflect on what it means to approach their time abroad as pilgrims rather than tourists. And by engaging directly with Britons through the course’s required Service Learning component, they will cultivate a social consciousness for local and global needs.

\*Fountain, P. and Elisara, C., “Being is Believing? Out of the Box (Subversive) Education,” *The Journal of Education and Christian Belief* 10.2 (2006): 63-90.

\*Morgan, R. and Smedley, C., *Transformations at the Edge of the World: Forming Global Christians Through the Study Abroad Experience*. Abilene: Abilene Christian University Press, 2010.

**Required readings (for Part II of the course):**

\* Reid, T.R. *The United States of Europe: The New Superpower and the End of American Supremacy*. Penguin Books, 2004. ISBN 0-14-303608-4. For sale at ACU in Oxford.

\* News resources like [Bbc.co.uk](http://Bbc.co.uk), [sunday-times.co.uk](http://sunday-times.co.uk), [timesonline.co.uk](http://timesonline.co.uk), *The Economist*, etc. provided in class

## **Section 2: Evaluating Student Performance**

Your overall course grade will reflect a 10-point scale [A=90-100, B=80-90, C=70-80; D=60-70, F=below 60%] and be based on the following percentages:

- **Attendance (10%)** (Includes, attendance and participation in Pre- Departure orientation sessions, **Service Learning hours (5%)**, Pre-departure and Post-return Global Perspectives Inventory (GPI), and End-of-Program Evaluation, and normal class attendance.)
- **Pre-departure Travel Portfolio (10%)**
- **Pre-departure Exam (10%)**
- **Team presentation 1 – London Borough (15%)**
- **Team presentation 2 – T. R. Reid's *United States of Europe* (15%)**
- **Reading Response (RR): (10%)** Each assigned response is due at midnight of the day prior to the discussion date.
- **Final Exam (%) (10%)**
- **Final Reflection Paper (20%).**

*Late Work:* Unless pre-approved, assignments turned in late will be assessed a 5-point penalty for each day late.

*Attendance Policy and Grade:* Students are responsible for attending every class session pre-departure and while in Oxford. This also includes all assigned experiential learning activities that will take place outside the classroom. Anything over 2 absences will result in a 0 for participation.

**Academic Integrity:** Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. The full Policy is available for review at the Provost's office web site ([www.acu.edu/campusoffices/provost](http://www.acu.edu/campusoffices/provost)).

## **Section III: Explanation of Assignments (for Part II of the course)**

**A. Completing the Service Learning Requirement.** Serve at least 20 hours during the semester for one organization; two maximum. Keep a Service Learning Time Log with the help of your on-site supervisor, who will initial your log each time you complete hours. Report your progress to Mrs. Morrison on the following dates:

End of second week of classes: Turn in SLTL showing your chosen organization, proposed schedule, and supervisor signature

Day before departure: Turn in SLTL showing completed service hours with signatures.

### **B. Reading Response (RR)**

Each class period has a reading to correspond with the topic for the day – sometimes the reading will be from one text, other times you will read several articles that all relate to one another. **Students will complete the readings and explore the provided prompt in a 1-page response.** The responses should be critical and based off both an informed reading of the text as well as personal opinion, experience, and any supplemental reading the student has done.

Submission:

Responses should be printed and then left in the folder kept on my office door.

Note the due dates on the syllabus calendar for the reading responses; in each case, the **deadline is 10:00pm on the day PRIOR to discussion**. If the printer is not working, responses may be emailed.

**C. Team Presentations.** Mrs. Morrison will evaluate the presentation, including the quality of thought and research.

1. **London Neighborhoods.** Details at end of syllabus.

2. **United States of Europe.** Details at end of syllabus.

**D. Final Exam.** Covering all classroom material.

**E. Final Reflection Paper.** More information provided after Spain.

*Course Calendar (Subject to change)*

\* Non-printed articles will be posted on OpenClass.

| Day                                    | Topic                                         | Reading                                               | Assignment                                |
|----------------------------------------|-----------------------------------------------|-------------------------------------------------------|-------------------------------------------|
| <b>M, Sept 2</b>                       | Introduction to International Studies         | Who are the English? What is the UK?                  |                                           |
| <b>R, Sept 5</b>                       | Oxford explore                                |                                                       | <b>Rambling Article</b>                   |
| <b>F, Sept 6</b>                       | To 1066 and beyond...                         | Royal family articles (Hilary Mantel, et al)          | <b>RR 1</b>                               |
| <b>M, Sept 9</b>                       | Are they speaking English?                    | Fox, Paxman, etc.                                     | <b>RR 2, SLTL due before long weekend</b> |
| <b>M, Sept 16</b>                      | Education                                     | Private v State article, Grammar Schools, Uni article | <b>RR 3, Research neighborhoods</b>       |
| <b>F, Sept 20</b>                      | LONDON                                        | LONDON                                                | <b>Research on your neighborhood</b>      |
| <b>M, Sept 23</b>                      | London presentations                          |                                                       | <b>SLTL Due</b>                           |
| <b>R, Sept 26</b>                      | "We are Family"- A '70s song for a '70s Union | Reid Chapters 2 and 5 (sections)                      | <b>RR4</b>                                |
| <b>F, Sept 27 (ACU weekend on Sat)</b> | Crash! Is the UK really in the EU?            | Article pack on the financial crash and bailout       | <b>RR5</b>                                |

*Syllabus: INTS 212 (Part II), Fall 2013*

|                                         |                                                               |                                                                                      |                        |
|-----------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------|
| <b>M, Sept 30</b>                       | Prepping for Spain                                            | Spanish history packet                                                               | <b>RR6</b>             |
| <b>F, Oct 4<br/>(Spain on Sat)</b>      | Prepping for Spain                                            | Modern Spain packet                                                                  | <b>RR7</b>             |
| <b>F, Oct 18</b>                        | EU presentation 1 & 2                                         | Presentations due immediately after Spain                                            |                        |
| <b>M, Oct 21</b>                        | EU Presentation 3 & 4                                         |                                                                                      |                        |
| <b>F, Oct 25</b>                        | Oxford Explore                                                |                                                                                      | <b>RR8</b>             |
| <b>M, Oct 28</b>                        | "To my right honorable colleague..."<br>Parliament            | Watch PMQs, House of Lords article, etc.                                             | <b>RR9</b>             |
| <b>F, Nov 1<br/>(Fall break on Sat)</b> | Visit London (British Library and Parliament)                 |                                                                                      |                        |
| <b>M, Nov 11</b>                        | To be, or not to be?...a part of the United Kingdom, that is. | Readings on Northern Ireland and Scottish separatism.                                | <b>RR10</b>            |
| <b>F, Nov 15</b>                        | The Welfare State and the NHS                                 | NHS 1947 video, article pack                                                         | <b>RR11</b>            |
| <b>M, Nov 18</b>                        | Societal issues                                               | Caitlin Moran, London riots, Made in Chelsea/TOWIE                                   | <b>RR12</b>            |
| <b>F, Nov 22</b>                        | Visit with Oxford religious leaders                           | Prep for visitors                                                                    |                        |
| <b>M, Nov 25</b>                        | Separation of Church and State?                               | Interview with the Archbishop of Canterbury, "Why the Church should be in the State" | <b>RR13</b>            |
| <b>M, Dec 2</b>                         | Oxford Explore                                                |                                                                                      | <b>RR Rambling Due</b> |
| <b>F, Dec 6</b>                         | Oxford Explore                                                | If needed – Possible exam date                                                       |                        |
| <b>M, Dec 9</b>                         | Final Exam                                                    | SLTL Due                                                                             |                        |
|                                         |                                                               |                                                                                      |                        |

## **London Neighborhood Project**

Date of Visit: Friday, 20 September

Group Presentations: Monday, 23 September

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### **THE ASSIGNMENT:**

Each team will make a 15/20-minute PPT presentation over their London borough in class, exploring the changing nature of British social, cultural and economic landscape. **(Bring flash drive prior to class and test all graphics/prezi presentations before class)**

Your PPT presentation should have no detailed text but contain appropriate graphs and visual information for us to understand your borough. Your team will be both peer evaluated within your team and professor evaluated based on quality of research, time invested in neighborhood, complexity of presentation, and quality of Q&A answers.

Components of the presentation should include:

1. Brief history and historic changes over time
2. Current demographics (ethnicity, origins, religions, income levels, languages)
3. Notable places (industry and commerce, markets and shops, religious centers, historic music venues, sports centers, entertainment, food and drink, transportation, etc.)
4. Notable events (riots, marches, WWII bombing) – amazing facts you never knew
5. Group observations

### Phase 1: Preparation

Prior to doing your participant observation, we will discuss this concept in class and in your CORE class. You should prepare enough web-based research on your borough to enable you to understand what you are seeing before you go: history of the borough, current demographic info (ethnicity, origins, religions, income levels, etc.), places and events to keep an eye out for...

### Phase 2: Observation

Spend 3-4 hours in your assigned London borough. Be attentive to both the physical environment and people's behavior and interactions, look for societal rhythms, outlooks, and values. Walk around and get a feel for the ethos of your neighborhood. Take photos. **Some of you will have people to meet in your neighborhood. We will discuss those cases in advance, but you will need to come prepared with knowledge of the area and of questions for your interviewee.** How has the neighborhood changed through history – population demographics/type of buildings/ etc.?

What to observe during participant observation

1. The environment: What shops do they have on their high street? How many and of what kind? What foods are sold in their restaurants/supermarkets? What kinds of buildings are present?
2. The people: what are they wearing? Who speaks to whom? How old is everyone? How are people using their bodies? Personal space?

Locations:

Brick Lane / Spitalfields

Regent's Canal

Camden Market

Hampstead Heath and Highgate Cemetery

Peckham

Brixton

Borough Market

Southall

Southwark

Queen Elizabeth Park (Stratford and the Olympic site)

Canada Water

Team Presentations: T.R. Reid, *The United States of Europe*  
INTS 212 – Fall 2013

**Objective.** Each team of 8-9 students will make a 30-minute presentation (including Power Point, prezi, or equivalent system) based on an assigned chapter from T.R. Reid's *The United States of Europe*. Each team should also be prepared to entertain questions posed by Mrs. Morrison or other student peers. The presentations will be in class directly after we return from Spain.

**Criteria for Strong Presentations:**

**Content.** Give a thematic overview of your chapter, pointing to the main points and issues. Use a few interesting examples that illustrate the concepts. *Note: This is not to be an encyclopedic listing of every minor detail from the chapter.*

**Analysis.** As you will see, Reid's 2007 book presents a very positive, perhaps idealized view of the European Union. Your group should do some *background research* (reading, television, interviews, etc.) in order to evaluate or challenge his perspectives in light of more recent events. How does your team challenge his dream of the bright future of "Europe"? Where do you think his predictions have been accurate? **You should also prepare a short annotated bibliography of between 3 and 5 other sources besides Reid – to be handed in along with your presentation power point. An annotated bibliography is a list of citations where each is followed by a brief descriptive and evaluative paragraph that informs the reader of the relevance, accuracy, and quality of the sources cited.**

**Presentation.** Be sure to clearly introduce the general focus and/or thesis of your chapter. During your presentation, use key quotes; choose particularly insightful ones from Reid himself or from those individuals whom he quotes. Otherwise, please **do not** read aloud from the chapter. When quoting, please include the page reference from the Reid book. Each team should deliver its **power point or prezi presentation** to Mrs. Morrison by 5 p.m. on the day prior to their presentation. (Either email an attachment OR personally deliver to Jacque on memory stick.) If you use prezi, make sure you arrive early enough to get online and to have your presentation ready for when class begin

1. Almighty Undollar (Ch.3) – 4 people

*This group should discuss the recent financial turmoil in the Eurozone and examine the future of the Euro. You must include both the UK and Spain in your discussion.*

2. European Social Model (Ch. 6) – 4 people

*This group should examine the UK in comparison with other social models in Europe, paying close attention to the holistic philosophy of the model. You should also be aware of changes in the European social model since the financial crash.*

3. Showdown at Capability Gap (Ch. 7) – 4 people

*A couple of people in this group should present key ideas from Robert Kagan (p 187-188, and his essay on this subject which is uploaded on OpenClass). You should also pay attention to the role of European military in the more recent conflicts like Lybia and Egypt.*

4. Generation E (Ch.8) – 5 people

*In your presentation, find a creative way to assess the "Europeanness" of people from various countries in the EU. Which countries feel more European than others, and why? What does "European" mean?*

## Introduction to Global Studies: Great Britain/Latin America INTS 212 and 217 Syllabus Part I\* Fall 2013

*\* Syllabus Part II will be distributed by Professor Morrison or Walker upon your arrival on site. It will contain calendar and assignment descriptions for the on-site portion of the course.*

Rachel Brown (rdb08a@acu.edu, 325.674.2754) and Stephen Shewmaker (sbs02a@acu.edu, 325.674.2317)

Professor Jacque Morrison (jacque@morri.co.uk) – Great Britain  
Professor Wimon Walker (wimon.walker@acu.edu) – Latin America

Office hours: by appointment

### **Section 1: Introduction to Course Mission and Goals**

The mission of Abilene Christian University is to “educate students for Christian service and leadership **throughout the world.**” The latter phrase requires greater curricular emphasis on global studies and international issues. To become international leaders, students must develop richer and more nuanced perspectives on global society in the 21<sup>st</sup>-century, an age characterized by growing mutual dependency between peoples and economies. To be good neighbors who will succeed in business, diplomacy, or any other field, tomorrow’s graduates will need to relate sensitively, as well as effectively, to people who hold divergent worldviews and cultural outlooks.

The primary focus of this interdisciplinary course is to train students for that lifelong challenge. The course is highly reflective, approaching international studies within the context of a biblical, Christ-centered worldview. From the outset, we consider the moral, spiritual, and societal implications of our study abroad experience. Required for all students in the Oxford and Montevideo semester abroad programs, INTS 212 or 217 each may fulfill a general education (Cultural Competency) or elective requirement toward any degree at ACU.

**Fostering Global Awareness.** Students will benefit from taking this course in preparation for and during their semester abroad. Students will examine key features of British/European, Uruguayan/Latin American society. With its emphasis on experiential learning and attention to global current events, the course trains students to think globally, rather than simply nationally or locally, and to see the interconnectedness of peoples and systems around the world.

**Training for Cross-Cultural Competence.** Through readings, discussions and reflective writing, students will learn to “read” and interpret their host societies. This will require a growing understanding of the complex nature of human communities, including the fluid nature of identities and allegiances. As students learn empathy for the “other,” they will also become more self-aware, i.e., more aware of the factors and influences that have shaped their own outlooks on the world.

**Stimulating a sense of local engagement and global mission.** It would be unfortunate if living, traveling and studying with fellow Americans kept ACU students isolated from British or Uruguayan

society. This course aims to cultivate a stronger social consciousness and direct interaction with Britons or Uruguayans through students' participation in Service Learning.

**Course Content:**

- Preparation for living and learning abroad, including practical preparations for travel, as well as pre-travel assessments like the Cultural Values Inventory and Global Perspectives Inventory (GPI)
- Questions of "culture" and difference; participant observation skills; integrative learning
- Country or Region specific societies: may include demographics, history, art, politics, economic trends, societal values/assumptions, public systems and institutions (health care, education, etc.)
- Service Learning in the United Kingdom or Uruguay and reflection on it

**Section 2: Course Requirements**

**Required Texts:**

You are responsible for obtaining this book and reading the specified pages before coming to Abilene on August 26, 2013. Any information in the relevant pages listed is fair game for the pre-travel exam.

- For Oxford Students:
  - Andrews, Rob, et. al. *The Rough Guide to Britain*. 8 Edition. 2012. ISBN: 978-1848366794
  - Pages: 1-131, 176-283, 961-986
- For Latin America Students:
  - Manzo, Clemmy, et. al. *The Rough Guide to South America on a Budget*. 2 Edition. 2011. ISBN: 978-1848367463
  - Pages: 1-169, 250-262, 380-400, 916-941, 1016-1024

Suggested reading (but not required):

- Elmer, Duane. *Cross-Culture Servanthood* (Intervarsity Press, 2006). ISBN: 978-0830833788

**Montevideo On-site portion (in addition to Rough Guide listed above):**

- Textbooks and other readings will be made available in Uruguay

**Oxford On-site portion (in addition to Rough Guide listed above):**

- Printed Course Pack of selected readings. Available for sale at ACU in Oxford.
- Reid, T.R. *The United States of Europe: The New Superpower and the End of American Supremacy* (Penguin Books, 2004). ISBN 0-14-303608-4

**Course Grade: Evaluation of Student Learning Outcomes.**

Your overall course grade will reflect a 10-point scale [A=90-100, B=80-89, C=70-79; D=60-69, F=below 60%] and be based on the following percentages:

- Attendance and Participation (Includes but is not limited to attendance and participation in Pre-Departure orientation sessions, Service Learning hours, Pre-departure and Post-return Global Perspectives Inventory (GPI), and End-of-Program Evaluation, etc.) – 10%
- Pre-departure Travel Portfolio – 10%
- Pre-departure Exam – 10%
- Assignments in Syllabus Part II – 50%
- Final Reflection Assignment (See Part II of Syllabus) – 20%

*Late Work:* Late work will not be accepted.

*Attendance Policy and Grade:* Students are responsible for attending every class session pre-departure and while in Oxford/Montevideo. This includes all assigned experiential learning activities that will take place outside the classroom.

**Academic Integrity:** Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research.

### **Section 3: Pre-Departure Class Schedule and Assignments for Syllabus Part I**

|  |                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance and Participation                                                      | All Pre-departure Orientation meetings (including Spring '13 meetings and August Check-In sessions)<br>Pre-departure Global Perspectives Inventory (GPI)<br>Completion of Service Learning<br>Post-return Global Perspectives Inventory (GPI)<br>End-of-program evaluation<br>Other small assignments as described by professor(s) |
| Travel Portfolio                                                                  | 8:00 a.m. Monday, August 26, 2013                                                                                                                                                                                                                                                                                                  |
| Exam                                                                              | 8:30 a.m. Monday, August 26, 2013                                                                                                                                                                                                                                                                                                  |

### **Section 4: Pre-Departure Travel Portfolio**

This assignment requires you to compile a Travel Portfolio containing information relevant to your study abroad program. It will help in your preparation and may serve as a journal for recording your observations and experiences. **This portfolio must be submitted electronically as a Microsoft Word document as an email attachment to rdb08a@acu.edu. The Travel Portfolio must be submitted no later than 8:00 a.m. on the due date. Please double space the document and use Times New Roman 12 font with 1 inch margins. The following Sections should be clearly labeled as section headings within the paper. Please see attached grading rubric for additional suggestions for each section. Please include a Works Cited page or bibliography, and a header/footer with your name and the page number with the Travel Portfolio.**

**Section 1: Statement of Goals and Objectives.** Write a comprehensive goal statement indicating your reasons for studying abroad, your goals during your time abroad, and strategies for achieving your objectives. This section should be tailored closely to the goals of this course and your own personal, spiritual, social, cultural, linguistic, philosophical and/or academic goals (2-3 pages).

**Section 2: Issues Facing the UK or Uruguay.** Discuss and analyze two (2) significant issues from the UK/Uruguay. Explain why they are issues and provide detail to indicate an understanding of the issues. **TRY TO AVOID THE INTERNATIONALIZATION OF US ISSUES, CURRENT EVENTS AND POPULAR CULTURE IN OVERSEAS CONTEXTS.** For example, just because Prince Harry's wedding appears in the Australian news, does not make it a vital international issue for Australia (2-3 pages). As resources, make use of news sources from your host country, etc.

**Section 3: Proposed Trips.** Design (in detail) two trips you want to take while abroad: (1) a three-day in-country weekend; and (2) a 5-6-day excursion either within your host country or to areas outside it. **Include a budget, places to travel, modes of travel, places to stay and resources used (both for individual activities/items and a total budget for each trip).** Also include one to two paragraphs for each proposed trip explaining why you wish to visit those destinations. Be specific. Apart from these paragraphs, this section does not need to be in paragraph form; a detailed chart or list will suffice.

## Travel Portfolio Rubric

Section 1: Statement of Goals – Should speak to *specific* goals and how they will be met.

/30

Section 2: Issues Facing Host Country – Should mention at least two (2) current issues and provide some explanation regarding actions that the country is taking to address them.

/30

Section 3: Proposed Trips 2 Parts: 1 week-long (5-6 day) trip and 1 weekend (3 day) in-country trip. This section should include the mode of travel, lodging, food, sightseeing, and the cost of each. Should also include the total cost of the trip.

/30

Consider the overall flow of each section as well as obvious grammar and punctuation problems.

/10

British English

- BOOT is the TRUNK of your car
- CAR PARK is a parking lot
- CHEERS thanks; also used as a toast before drinking; also, "see you later"
- CHEMIST is a DRUG-STORE
- CHIPS are FRENCH FRIES
- CRISPS are potato chips
- DAY-RETURN means a ROUND-TRIP ticket usually on the railway
- DIARY is our calendar/date or appointment book
- FAG is a cigarette
- FANCY DRESS PARTY is a costumes party
- FIRST FLOOR in a building is SECOND-FLOOR in the US
- FLAT is an APARTMENT usually one floor
- FULL STOP is the black dot at the end of a sentence called in the US a period
- HOLIDAY is a vacation although the university still uses vacation for the time after term finishes
- HOOD of a car is known as 'BONNET' in England but of a cloak or coat is still the same
- HOOVER is to vacuum
- JUMPER is a sweater (or woolly, or jersey), the American 'jumper' is a pinafore dress
- KETTLE (FOR HOB) is a tea kettle
- LIFT is an elevator
- LOO can be an 18th century card game or a lavatory or bathroom or whatever you wish to say
- LORRY is a truck
- NAPPY, a corruption of napkin, is a diaper
- OXBRIDGE is a portmanteau word for the ancient universities of Oxford and Cambridge
- PANTS are underpants in American - the English equivalent of American pants is trousers
- PASTY is an individual pie as in Cornish Pasty
- PETROL is gasoline
- PUDDINGS (the term) can be used to group all desserts whether it is cake, pie, ice-cream, custards. British puddings are not like our custard type "Jell-O" pudding
- RETURN TICKET is a round-trip ticket on a train or bus
- RUBBISH is garbage
- SACK is to be fired from a job
- SCONE is an American soda biscuit and its eaten with butter and often jam and cream
- SERVIETTE is a napkin
- SQUASH is a fruit drink
- STONE referring to weight is 14 pounds
- TAKEAWAY is carryout
- TO PINCH is to steal
- TORCH flashlight
- TRAINERS are sneakers
- TROUSERS are slacks
- WASHING UP LIQUID is dishwashing liquid
- WASHING UP POWDER is laundry soap
- WC stands for "water closet", in other words, the toilet
- ZEBRA CROSSING is a striped pedestrian crossing
- ZED is the letter 'z' (or "zee" as pronounced in American English)

|                          |                                  |
|--------------------------|----------------------------------|
| adiós                    | goodbye                          |
| bien, gracias / muy bien | well, thanks / very well         |
| bienvenidos              | welcome                          |
| buenas noches            | good evening, good night         |
| buenas tardes            | good afternoon                   |
| buenos días              | good morning                     |
| ¿cómo está Ud.?          | how are you? (formal)            |
| ¿cómo estás?             | how are you? (familiar)          |
| ¿cómo se llama Ud.?      | what's your name? (formal)       |
| ¿cómo te llamas?         | what's your name? (familiar)     |
| con permiso              | pardon me, excuse me             |
| de nada                  | you're welcome                   |
| gracias / muchas gracias | thank you / thank you very much  |
| hasta luego              | see you later                    |
| hasta mañana             | see you tomorrow                 |
| hola                     | hello, hi                        |
| lo siento                | I'm sorry                        |
| me llamo                 | my name is                       |
| mucho gusto              | pleased to meet you              |
| ¿qué hora es?            | what time is it?                 |
| ¿qué pasa?               | what's happening?                |
| ¿qué tal?                | what's going on? how's it going? |
| 0                        | cero                             |
| 1                        | uno                              |
| 2                        | dos                              |
| 3                        | tres                             |
| 4                        | cuatro                           |
| 5                        | cinco                            |
| 6                        | seis                             |
| 7                        | siete                            |
| 8                        | ocho                             |
| 9                        | nueve                            |
| 10                       | diez                             |
| 11                       | once                             |
| 12                       | doce                             |
| 13                       | trece                            |
| 14                       | catorce                          |
| 15                       | quince                           |
| lunes                    | Monday                           |
| martes                   | Tuesday                          |
| miércoles                | Wednesday                        |
| jueves                   | Thursday                         |
| viernes                  | Friday                           |
| sábado                   | Saturday                         |
| domingo                  | Sunday                           |