COURSE REQUIREMENTS

PRE-TRAVEL PHASE
Prior to departing, you will select a Special Study Interest topic based on your classroom needs. Using your Special Study Interest:

1. Conduct research based upon readings, personal inquiry and observations to help prepare you for the culture you will be experiencing during travel by completing either:

   OPTION 1
   From readings which coincide with your travel region and your Special Study Interest, select at least two books or three journals to review relative to cross-cultural/travel region subjects. Write a **one to two page report** on each book/journal reviewed.

   OR

   OPTION 2
   Complete the following by writing a **three to five page paper (political and geographical)** on each of the two topics below:

   A. Describe the body politic of the country you will be visiting by creating a flow chart which clearly shows the lines of authority through at least mid-bureaucratic levels. Explain your chart in a short narrative.

   B. Demonstrate an understanding of the geographic locations of the travel country by describing:

      1. its political boundaries;
      2. the location and the significance of the major cities in that country;
3. the relationship between the physical geography and political philosophy existing there. [Since boundaries change, a look at what caused those changes, i.e., neighboring countries, economic conditions, etc. is necessary.]

2. Develop an **outline** of your proposed **instructional unit/learning packet** complete with goals and objectives and its intended use. The outline should be three pages maximum.

Submit your work online. (See the **General Information** section below for online submission information.)

---

**TRAVEL PHASE**

During this phase, you will collect and validate data that will be used during the post-travel phase to produce an instructional unit/learning packet.

Using your pre-travel learning packet outline as your point of reference, complete the following tasks:

1. Keep and maintain an academic travel **journal**. Journal entries should include:
   
   a. observations
   b. interviews
   c. notes from conferences, workshops, briefings, etc.
   d. names and locations of agencies, institutions, schools, museums, groups, individuals that can support the development/maintenance of your learning packet.

2. Produce audio/visual materials/information necessary to reinforce topics and to support and enhance student learning.

3. Collect other relevant information that will support your project, i.e., cultural artifacts, museum brochures, maps, money, soil samples, rocks, items of clothing, etc. It is recommended that you take a supply of re-sealable plastic bags to store items collected. They are easy to open and close and are excellent for separating and storing samples collected. Notes can also be inserted into the bags telling the specifics about the sample. They will make excellent additions to your educational project.

---

**POST-TRAVEL PHASE**

After returning home, complete the following assignments:

1. Retype your **academic journal** in its entirety. Please submit your file as an attachment online.
2. Using the data collected during the travel period, construct/produce:

   a. A **media instructional unit** comprised of either 1) a slide presentation, complete with written script, OR 2) a video production complete with audio and a written script, OR 3) a combination of 1 and 2 above. Include a title, goal(s), objectives, learner outcome, instructional implications, and student evaluation methods.

   OR

   b. An **instructional unit/learning packet** [lesson plans] based upon your special classroom needs. The learning packet must include a title, goal(s), objectives, learner outcome, instructional implications and student evaluation methods.

   OR

   c. A **research report** based on your *Special Study Interest* consisting of a ten to twenty page paper.

   OR

   d. An appropriate **project** of your choice which could be used as an instructional unit. [Instructor approval required.]

3. Complete a two to three page **travel summary** which includes:

   a. Identifying cultural obstacles that you had to overcome while collecting project data;
   b. Describing how you overcame those obstacles. Be specific.
   c. Your answer to the following:

      Do you think that this method was a good way to collect information used to construct an instructional unit? Why?

Submit the above post-travel assignments online. (See the **General Information** section below for online submission information.)

**GENERAL INFORMATION**

Click here for general information on this and all Field Studies 499 courses or go to: [http://outreach.ewu.edu/2080](http://outreach.ewu.edu/2080)

**QUESTIONS**

For questions regarding coursework, contact the Field Studies office through one of the following methods:

- [ifsprogram@ewu.edu](mailto:ifsprogram@ewu.edu)
- 1-800-541-2125, 8am-5pm, PT, Mon-Fri

Postal Mail Submission Address:

Field Studies  
300 Senior Hall  
Cheney, WA 99004-2442
If you would like your work returned to you, please include a five dollar check made out to EWU. All assignments (including media) should be photocopied or duplicated prior to submission.

## COURSE REQUIREMENT OVERVIEW

<table>
<thead>
<tr>
<th>Work on during:</th>
<th>Required Assignments</th>
<th>5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Travel</td>
<td>Option 1: Reports: Book or Journal (2 books or 3 journals) OR Option 2: Political and Geographic Papers</td>
<td>✓</td>
</tr>
<tr>
<td>Pre-Travel</td>
<td>Instructional Unit/Learning Packet Outline</td>
<td>✓</td>
</tr>
<tr>
<td>Travel</td>
<td>Journal/Collected Materials</td>
<td>✓</td>
</tr>
<tr>
<td>Post-Travel</td>
<td>Media Instructional Unit OR Instructional Unit/Learning Packet OR Research Report OR Project</td>
<td>✓</td>
</tr>
<tr>
<td>Post-Travel</td>
<td>Travel Summary</td>
<td>✓</td>
</tr>
</tbody>
</table>