

**Randy Muchowski**  
**S-FLEC 'Study Abroad' Course Plan (2023-1)**

By the end of this course, students will have experienced the following:

- Learned about common cultural differences and misunderstandings between Korea and their chosen country
- Discussed important social and safety tips
- Debated the origin and accuracy of common stereotypes including dating culture, gender norms and LGBTQ
- Received ample opportunities to practice free talking in English in a judgement-free environment
- Given multiple opportunities to ask questions on specific topics related to their specific interests
- Practiced job interviews and participated in work-related role-plays
- Received hands-on experience with academic and work emails for a range of situations
- Constructed English drafts of their resume to be used for real job-searching

Welcome & Introductions Welcome Activities  
Textbook p. 3-4 Course Q & A

Welcome & Introductions II  
Construction and presentation of short student-student introductions

**3/28 & 3/30**

*Class 1: Travel*

Travel vocabulary: textbook p. 43

Travel experiences: textbook p. 46-47 Travel social media group sharing

*Class 2: Travel*

Travel nightmares: brainstorming 'worst-case scenarios' Travel tips: textbook p. 44-45

Travel tips: small group discussions / role-plays

**4/4 & 4/6**

*Class 1: Culture Shock + Cultural Differences*

Idiot Abroad Series: Cultural differences in USA/Canada: textbook p. 36 Vocabulary: textbook p. 34

Conversation questions: textbook p. 37-38

*Class 2: Culture Shock + Cultural Differences* (Shared Experiences of cultural differences: Small group discussions

Culture shock tips: Small group breakout sessions

**4/11 & 4/13**

*Class 1: Academics Vocabulary:* textbook p. 5

'What kind of person are you?': Teacher-led discussion questions about academic vocabulary and MZ slang

Korea vs North America: Academic Similarities and Differences': Small group debates based on textbook p. 6 and 7

Conversation questions: textbook p. 9-10

*Class 2: Workplace and Academic Emails*

A full explanation of the format of formal emails and useful phrases and expressions for constructing them, followed by authentic practice whereby students email the teacher with different questions or problems in order to receive individual feedback.

#### **4/25 & 4/27**

##### *Class 1: Work & Resumes*

Work experiences: Small group discussions

Common student jobs: Small group discussions Vocabulary: textbook p. 11

Resume pointers led by the teacher, inc. some information from textbook p. 12-13 and examples of Good and Bad resumes.

Students will be asked to start prepping a resume ahead of Session 2.

##### *Class 2: Work & Resumes II*

Teacher checks prepared resumes, allocating some time for students to complete a first draft of their resume according to the tips in Session 1.

Small Group teacher to student feedback of resumes.

#### **5/2 & 5/4**

Social tips: textbook p. 18-19 and 23

Important social tips: Small group discussions that delve into the do's and don'ts of various social situations.

We will discuss Dating Culture and Gender Norms in Korea vs Western Countries

Conversation questions: p. 24-25

##### *Class 1: Stereotypes*

"All Americans..." Teacher-led stereotype examples of North American, British and other non-Korean people.

Students will anonymously write down their expectations for a first date, long term relationship and casual dating. The teacher will then share the findings and lead a group discussion.

Vocabulary: textbook p. 26

Advice for handling discrimination and acts of racism: Small group discussions including information on p. 27

##### *Class 2: Stereotypes*

'Blind stereotypes': Full class activity, secretly writing stereotypes that students (and the teacher) hold 'Fighting stereotypes': Small group discussions that delve into cultural, gender and various minority groups.

Conversation questions: p. 28-29

LGBTQ vocabulary, pronouns and rights will be compared across multiple countries using talkback videos from university students across the globe p. 30-32

#### **5/9 & 5/11**

##### *Class 1: Work & Interviews*

Interview experiences: Small group breakout sessions on Interview nightmares: Teacher-led explanation of work place etiquette, sexual harassment and other pitfalls.

Interview tips, including information from textbook p. 14-15

Popular Interview Questions, including some from p. 16-17

##### *Class 2: Work, Interviews & Role Playing*

Mock interviews: students interview each other 1:1, rotating every 5 minutes.  
'Now you've got the job...': Phrases and expressions needed for common student jobs (cafes, restaurants etc) Student-student role plays followed by Student-teacher sessions for advanced practice.

### **5/16 & 5/18**

#### *Class 1: Work & Resumes*

Work experiences: Small group discussions

Common student jobs: Small group discussions Vocabulary: textbook p. 11

Resume pointers led by the teacher, inc. some information from textbook p. 12-13 and examples of Good and Bad resumes.

Students will be asked to start prepping a resume ahead of Session 2.

#### *Class 2: Work & Resumes II*

Teacher checks prepared resumes, allocating some time for students to complete a first draft of their resume according to the tips in Session 1.

Small Group teacher to student feedback of resumes.

### **5/23 & 5/25**

#### *Class 1: Safety*

Travel Stories: An interactive, teacher-led activity of dangers and scams that Randy has experienced and how to avoid them.

'I witnessed...': Small group discussion of dangerous situations

Vocabulary: textbook p. 39

Discussion questions: textbook p. 42

#### *Class 2: Safety II*

Safety tips: Small group discussions, inc. information from textbook p. 41

'Potential Dangers': Teacher-led activities including scenarios where students identify potential dangers of a given situation based on videos and photos.

'Checking-in with friends': Small group role playing that allows students to actively deal with threatening situations and teaches them how to diffuse potential problems.

### **5/30 & 6/1**

#### *Closing*

These classes will focus on closing matters and give students one more chance to ask questions.

The teacher will use this time to set students up with the resources they need for further self-study of 'studying abroad' beyond this ten-week course.

Class 1: Closing

Class 2: Recap with Feedback and Final Thoughts