GE language needs to be fixed.

There needs to be more structure to their time spent. What is it the notebook? There does not seem to be any information about how they reflect about the lectures that they hear from profs and guides.

How does what they do in .02 map onto what they are doing in .03? How do they apply what they do in .02 and .03 – make a bridge between the two

More information about what the 8 min presentation entails. What do they need to include in it to show how you are satisfying the outcomes. It is not clear what you want students to get from what they are doing.

Indicating 20 places on a map for 20% of the grade. What is the objective? Is the identification also about giving more information about the significance of the place? Can you find a way to make this more significant for the students?

The course seems a bit unfocused in that the activities do not map onto the goals for the course. Students need to know what to pay attention to what to do with the information that they are gathering. So you state: “We will also have the opportunity, during the study abroad portion of the course, to view in person Paris’s streets, buildings, monuments, museums, and historical sites in order to assess how the city has been “staged” in order to project evolving cultural meanings.” This is a high-level skill, you have to show students how they can do this.

No structure to their time when the students are not occupied.

Are the site groups organized before departure? What if only one person wants to be in a group?

Also need to talk with them about expectation of study abroad – how to behave in France, how to behave with your classmates.