

# **Create Your Own Study Abroad: A New Model**

**by Virginia R. Donovan**

In May 2009, eight university students, one community participant, and this professor spent two glorious weeks in Paris on a study-abroad program that was based upon a new model. We propose in this article to explain the process involved in creating a two-week Paris Program for university students based on this short-term study abroad model. Topics to be covered in this essay are: goals of the study abroad, description of the model, philosophical considerations of study abroad, organization and recruitment, making reservations, preparation of the course, implementation of the trip, and post-assessment. This article is intended to be primarily a planning guide with practical tips on how to implement this model, as it is suitable for any world-class city, such as Berlin, Madrid, Montreal or Marseilles. In the end, the process was simple, the program was high-quality, the academic course was rigorous, and the students experienced the trip of a lifetime.

The goals of this study abroad trip were to provide an opportunity: 1) to develop students' intellectual growth, 2) to gain hands-on experience of topics related to the course through access to a foreign culture, and 3) to increase students' personal development in independence, in the ability to relate comfortably to foreign cultures, and in understanding of their own culture (Michigan State University). Consequently, the program model set forth in this essay involves several components. First, a rigorous, academic culture course was created, entitled "History of Paris: The Presence(ts) of the Past," which addresses the first goal of developing students' intellectual growth. For this study abroad model, any course related to Paris may be created, but it should address listening, reading, speaking and writing skills. The approach of our course involved examining Paris museums and monuments (as well as Versailles and the châteaux) which serve as reminders of French people, places, and events that have been chosen as representations for (re)constructing France's glorious past by those who exist in the present. The course investigated which buildings and monuments are accorded the greatest esteem by the French, how those places evoke the past for the French, and what impact or significance they have for the French today. The 2009 course included six three-hour pre-departure sessions spread over the spring semester. Students were evaluated by means of exams, quizzes, and homework assignments. The next part of the course took place in Paris. The Paris course work addresses both the first goal and the second goal of gaining hands-on experience of course topics through access to a foreign culture. Students attended daily one hour class sessions before the group left for that day's excursion. During their stay in Paris, students were required to keep journals of their daily experiences and to make oral presentations, both for a grade. After returning home, students wrote research papers with a bibliography for a grade on the monument or museum of their choice.

The second part of the model involved students gaining an immersion experience by living in rented apartments, which also addresses the second goal of gaining hands-on experience of topics related to the course through access to a foreign culture. The apartment building was

historic, giving the students the opportunity to experience first-hand the historic focus of the course. Rather than working through a tour company or a student exchange organization, or traveling quickly from city to city, the mainstay of the program was renting fully-furnished, fully-equipped apartments in the heart of Paris for lodging. Relating to the third goal of increasing students' personal independence, in relating comfortably to foreign cultures, and in understanding of their own culture, students experienced life in Paris much like the Parisians do, shopped for groceries at the *épiceries* and *supermarchés*, and prepared meals in their own apartments. This unique component of the model is preferable because it eliminates constant packing and traveling. Therefore, more of the students' time and effort can be directed toward exploring and experiencing the foreign culture. It also offers students a home base, which provides a sense of security and comfort within a different culture.

The third and final component of the model involves helping students to manage and negotiate their trip on a personal level using a text that focuses on pre-departure, on-site, and post-trip experiences. This third component also addresses the third goal of increasing students' personal development in independence, in the ability to relate comfortably to foreign cultures, and in understanding of their own culture.

To touch upon philosophical considerations, we recommend that the Program Director—the teacher or professor organizing the trip—first consult The Forum on Education Abroad's (FEA) web site. The FEA has developed a beneficial document entitled "Standards of Good Practice for Short-Term Education Abroad Programs" (Standards 1-15). The goal of the document is to establish principles for such programs in order to help faculty "who may have little or no experience with the standards for designing and managing education abroad programs" (Standards 2). Following is a list quoted directly from the document, which provides a general overview of the principles of good study-abroad programs:

1. Mission, Objectives and Purpose: The program relates to the education abroad mission of the organization and has well-defined academic and/or experiential objectives.
2. Student Learning and Development: The program is reviewed in the light of its stated educational purpose for fostering student learning and development.
3. Academic Framework (for programs offering credit): The organization maintains clearly stated and publicly available policies on academic matters related to education abroad.
4. Extra-Academic Framework: The organization maintains clearly stated policies on non-academic matters related to the educational experience abroad.
5. Preparation for the Learning Environment Abroad: The program or its sponsoring institution provides advising and orientation support that is consistent with the program's mission and the needs of its students.
6. Student Selection and Code of Conduct: The program maintains, and makes publicly accessible, its commitment to fair and appropriate policies regarding student selection and conduct.
7. Organizational and Program Resources: The program has adequate financial and personnel resources.
8. Health, Safety, and Security: The program has established and continuously maintains effective health, safety, security and risk management policies, procedures and faculty/staff training.

9. Ethics and Integrity: The program is organized in conformity with ethical principles and practices by using the Forum's *Code of Ethics for Education Abroad* as a guide. In particular, the elements below are especially important to short-term programs, but the full Code of Ethics should be reviewed. (Standards 1-15)

As mentioned above, the *Code of Ethics for Education Abroad* is also a valuable resource (Code of Ethics 1-17). The document's main categories are as follows:

1. Truthfulness and Transparency
2. Responsibility to Students
3. Relationships with Host Societies
4. Good Practice
5. Observance of Law
6. Conflicts of Interest
7. Gifts, Gratuities, Discounts, Rebates and Compensation
8. Formal Program Site Visits
9. Service on Advisory Boards. (Code of Ethics 1-17)

A second philosophical consideration is that short-term study abroad programs must meet academic requirements for coursework that is rigorous enough to merit the three credits that are awarded. Some critics of study abroad believe that short-term programs are academically weak. For example, John F. Burness, in his on-line article "Study Abroad Is Often Not All it Should Be," states, "I have some reservations about the explosion of study abroad. In conversations with dozens of students from different institutions, I have heard a mixed bag of assessments" (Burness). He then provides anecdotal evidence of participant comments to support his point, such as one student who said, "For many students, study abroad is a semester off, not a semester on" (Burness). Other students are reported to "have acknowledged a certain lack of rigor in their courses," and still another student admitted that he "consciously chose to do his study abroad in the summer because he 'needed a break' from college" (Burness). Clearly, Burness's concerns are based upon a few students' perspectives, rather than upon those of teachers and professionals who work hard to create outstanding programs that are both academically and culturally sound, as well as personally rewarding for students. In addition, some professors maintain that the only valid form of education takes place in a classroom; in other words, cognitive learning counts, but affective learning does not. What is needed is both. The study-abroad model proposed in this essay provides a rigorous course curriculum and also requires students to engage in affective development through journaling and the use of a text that addresses pre-departure, on-site, and post-trip experiences. Although this model is based upon two weeks in Paris, the extensive academic preparation and cultural orientation before departure, as well as the continued cognitive study and detailed itinerary in Paris, ensures a well-rounded, thorough, academic experience for participants.

For another philosophical consideration, in addition to being academically sound, it is necessary that the program be commensurate with those within the professor's own institution and of peer institutions. The home institution of this author had some faculty-led, faculty-taught, study-abroad programs, but they were in other university departments. There were no other faculty-led, faculty-taught, study-abroad programs in the author's own foreign language department, therefore, comparison with the home institution was not possible. For an example

of comparison with peer universities, Northern Arizona University offers a 10-day experience in Paris, which is open to sophomores and above with minimum GPAs of 2.5 (NAU). Students may register for one or two courses, or both simultaneously: one for three credits, conducted in English, and the other for one credit, which requires a background in French (NAU). Northern Arizona University students stay in hotels, and the estimated cost for the 10-day stay is roughly \$3,000. The Paris Study Abroad 2009 program fee was \$2975, which was all inclusive except for spending money, and it lasted five days longer than Northern Arizona's program (NAU). Therefore, this new, apartment-based study abroad model exceeds the value of a commensurate short-term study abroad program, as the cost is lower and the stay is longer.

When beginning to organize the program, the Program Director should consult early and frequently with the university's study abroad office. The study abroad office staff has invaluable information with suggestions to simplify planning and implementing the trip. The Program Director writes a proposal and establishes a budget for the program, which are then submitted to the university for approval.

In addition, it is important to advertise via as many methods as possible. The Program Director can create and post fliers, run ads in the university newspaper, make presentations in various French classes, send a press release to the university's public relations department or to the local newspaper, and send out emails to all students taking French. The flier should contain an image that will become the visual logo of the program (Appendix 1). Place the logo on all paperwork related to the trip. The flier should also include the dates of the program, some proposed sites to be visited, the course(s) to be offered, and the Program Director's contact information. We recommend establishing an email account specifically for the Paris trip. The best advertising for the program is by word of mouth, both among the students and between the Program Director and individual students. Of course, the Program Director's enthusiasm plays a pivotal role in recruitment.

Next, the Program Director should draft the Recommendation Form and the Application Form and should give them to all interested students (Appendix 2-4). Some observers believe that knowing the precise details of the program before beginning to advertise is mandatory, but this is not necessary, as the exact cost of the trip could fluctuate, depending on how many students enroll. Students will immediately want to know the cost of the program, and they can be given an estimate until the exact cost of trip components is known. After a student has filled out both the Recommendation and Application forms, s/he must return them by the deadline set by the Program Director, accompanied by a non-refundable deposit of \$200 to \$300, according to the Study Abroad Office's policies. However, if the program is canceled for any reason, the deposit should be returned. The Program Director should abide by his/her university's official cancellation policy. Immediately upon registration for the program, the student must be encouraged to apply for a passport.

Some students may not be suited to travel/study abroad experiences. Immature and inappropriate conduct can have disastrous consequences for individuals and for the entire group. Preparing a simple quiz on which all students must receive 100% can be a prerequisite to participating in the program (Appendix 5). The quiz addresses inappropriate behaviors that can be detrimental to the trip experience. The university's disability and legal services must approve the quiz to avoid discrimination of any kind.

The Paris 2009 Program included three mandatory orientation sessions of one to two hours each. Students who miss an orientation meeting should be required to make it up by attending a presentation of the material in the Program Director's office. Topics discussed during the orientation sessions should include topics such as:

- Passports
- Collection of payments
- Description of Lodging
- Student Conduct—Create a contract signed by both students and parents
- Preliminary itinerary—recommendation to buy a travel guide such as *Fodors* or *Let's Go*
- Practical considerations—European electricity, crime and safety reports, etc.
- Setting up a Paris Program blog—Students sign a FERPA release of info to parents form
- Roommate selection and a what-to-pack list
- Keeping a daily journal

A key element contributing to the success of the program is communication, not only between the Program Director and students, but also between the Program Director and parents, if students sign a FERPA release form. The Program Director should establish an email list of the student participants to keep in touch with them on a regular basis. In addition, an email list of the students' parents is useful to pass along information, the itinerary, lodging/travel details, and can communicate the Program Director's offer to be available to answer any questions. Perhaps the most important component of communication was the Paris 2009 blog for posting pre-trip trivia, Paris fashion commentary, weather, craigslist Paris, etc. Once in Paris, every student was required to take turns every day posting a brief essay on the blog, which was undoubtedly of great interest to parents, who were monitoring their children's activities via internet.

It is essential to prepare students for their foreign experience before they leave the United States. For example, Concordia College in Moorhead, Minnesota, known for its well-developed May Seminar and Language Village programs, has introduced a course entitled "Journey" which "will take students through a series of sessions, lessons and workbook exercises prior to their departure. The non-credit sessions, led by faculty from across campus, cover everything from financial aid and insurance to culture, language and destinations" (*New Program to Strengthen Study Abroad Experience*). The course is required for all study abroad participants and meets the entire spring semester before departure (*New Program*). An excellent book for creating Concordia's "Journey" experience is Dowell and Mirsky's *Study Abroad: How to Get the Most Out of Your Experience*. This book functions as a workbook for students to write in and provides exercises on topics such as "Predeparture," "On-Site," and "Re-Entry." The book also contains recommendations to the instructor on how to use it, as well as helpful appendices addressing the logistics of study abroad. Another excellent resource for preparing students for study abroad is entitled *Maximizing Study Abroad*, developed by the University of Minnesota (Paige, et al.). Both texts are beneficial in helping students to negotiate their forthcoming multicultural experience. Finally, several other study abroad preparation books are available at Amazon.com, which can be selected at the Program Director's discretion.

What follows are suggestions for making reservations for airline tickets, the apartments, and TGV/excursion tickets for a trip to the châteaux. Some professors recommend that all participants gather on a given day at the university's computer lab and make their reservations individually on their own credit cards. Alternatively, the Program Director can make airline reservations for the students if the program fee includes airfare. Either method works well. Nevertheless, some universities have a policy stating that the professor cannot stipulate which flight a student should take. Once again, adhering to university policy is critically important.

The apartment building used for the Paris 2009 program is in the very heart of Paris's *I<sup>er</sup> arrondissement*, at the intersection of *rue St-Honoré* and *rue des Pyramides*. The location is ideal, as it is situated on the right bank, close to the Seine, between the Louvre and the Musée d'Orsay. In addition, the building is only two streets from Paris's official tourism office and three streets from the Monoprix, a "French Target," where students may shop for groceries and other necessities. The apartments are fully furnished, including bath towels, sheets, kitchen linens, refrigerators, microwaves, coffeemakers, and stove tops. In short, the apartments have all the comforts of home, thus, tending to eliminate stress, which helps students to focus on assignments and fosters clear thinking. Only one apartment has an oven, which is best suited for the Program Director. All apartments have land phones, so parents can telephone their children at any time. Students must be instructed to leave apartments clean at departure, or there will be a cleaning fee. After contacting the landlord, reserve the dates of your stay and pay the deposit. The rent may be paid with a credit card upon arrival in Paris, or by wire ahead of time, with the balance to be paid at the time of arrival. The proprietor may also accept cash at arrival. After receiving the deposit, the proprietor will likely email leases which must be signed and returned to him/her. It is helpful to ask for a discount since the tenants are students. These are not the only Paris apartments in which to implement a study abroad program—there are many others. To find other apartments, the Program Director may consult the site: <http://www.abritel.fr/>.

The Paris 2009 group took an excursion to Tours to visit the Loire valley *châteaux*, selecting an excursion company's package to visit four châteaux in one day. The TGV departed from the *Gare Montparnasse* at 7:50 am. The group took the scheduled tour, ate lunch at a café in Amboise, ate supper in a Tours restaurant, and returned to Paris that same evening. It was a long, full day, but it saved the inconvenience and expense of spending a night in a hotel at Tours. Make TGV reservations online with a credit card, using the web site <http://www.voyages-sncf.com/>. Select the option of picking up the tickets in France and be sure to choose the option of retrieving the tickets at an automated kiosk. However, Americans' credit cards do not function in the kiosks because the cards do not contain a microchip as does the French *carte bleue*. Instead, it is necessary to pick up the TGV tickets at an SNCF Boutique; one is conveniently located on *rue Pont neuf*, not far from the apartment building we used. Bring to the boutique the same credit card that was used to pay online, which is mandatory in order to retrieve the tickets. It is prudent to make TGV and *châteaux* excursion reservations at the same time, to guarantee arrival in Tours on the day of the planned excursion.

The texts selected for the History of Paris course were *La civilisation française en évolution I* by Steele, St. Onge and St. Onge; and *L'Héritage français* by François Denoëu. The former is an advanced intermediate text with well-selected illustrations and primary readings relevant to the historical explanations. During the six spring class sessions, several films or parts of films were included on the syllabus to supplement the readings and lectures, such as *Le Retour de Martin*

*Guerre, La Passion de Jeanne d'Arc, La Reine Margot, Daily Life at Versailles*, a biography of Napoleon, and *The Louvre: The Golden Prison* (Appendix 6-7). The other textbook, *L'Héritage français*, although an older publication, contains a varied selection of primary documents from many periods of French history. We recommend choosing the daily text for Paris morning sessions to match the site to be visited that day. For example, on the day we toured *l'Île de la Cité*, including a visit to *La Conciergerie* where Marie Antoinette was imprisoned before her execution, the students read her last will and testament. The syllabus with the distribution of grades and a suggested itinerary is provided in Appendix 6-7. For students who do not speak French, I recommend a simple, but thorough text: *Paris: An Illustrated History* (Mokhtefi). It is possible to use the Steele, et al., text for the French students and the Mokhtefi text for the non-French students who are taking the class at the same time, but are registered under different course numbers. If it is an immersion program, all students should purchase *Cuisiner et apprendre le français*, AATF's Cookbook, which is available from the AATF office, for vocabulary exercises and recipes of authentic French food in French and in English (Abrate).

In addition to visiting monuments/museums, students should be assigned cultural activities during their stay in Paris. This component of the program relates to the third goal of increasing students' personal development in independence, in the ability to relate comfortably to foreign cultures, and in understanding of their own culture. Some activities could be attending an organ concert at Notre Dame, finding examples of Romanesque and gothic architecture, ordering a dessert at a café, reporting on street musicians and crowd responses, visiting a *marché* and an *épicerie*, going to a movie, visiting a cemetery or a library, getting a haircut, etc. (Winston-Allen). The pedagogical purpose for these cultural activities is that they compel the students to interact meaningfully with French society in the French language and they create a hands-on, affective learning experience.

To implement the program upon arrival, visit Paris's office tourism office to buy metro tickets and museum passes. The staffers are extremely knowledgeable and cordial. An alternative to Metro tickets is a new prepaid pass called *Passe Navigo Découverte*, which must be bought at the Métro stations. PND contains a smart chip which allows the holder through the turnstile when the card is passed before an electronic eye. The PND requires the cardholder to provide special photos, which can be brought from America or taken in the photo booths at the metro stations.

One of the first stops after arriving in Paris was the grocery store in the basement of the Monoprix on the corner of *rue des Pyramides* and *avenue de l'Opéra*. This is an excellent first, hands-on, immersion experience, as students must read signs and labels, count foreign money, and speak, if necessary, to the cashier. Buying and bringing home food is an important part of settling into a routine of life in the foreign culture and it promotes emotional acceptance of the travel experience. Students may use the money of their food allowance to buy groceries and prepare their own meals, or they may eat meals in restaurants. Obviously, the latter choice will deplete their food allowance much more quickly, and they will miss the opportunity of shopping for groceries as the Parisians do. Participants must understand that they are responsible for finding food and preparing it, which may be a learning opportunity for some students. In addition, the Program Director may provide evening meals for the students. During the Paris 2009 trip, four American-style suppers were prepared for the students—comfort food, if you

will—as a means of drawing the group together, building relationships, and creating a sense of belonging in the evening.

A major component of trip implementation involves the fact that students must adhere to group rules as presented during the orientation meetings. The following rules are critically important, although some may be impossible to enforce:

1. Always leave the apartment building with a buddy; never go out alone.
2. Certain areas of Paris are off-limits after dark, such as *Pigalle* and the *Champs-Élysées*.
3. Be back in your apartment at 10:30 pm. Be in bed with your eyes closed, trying to fall asleep, ten hours before the time of the next morning's group meeting. (Jet lag will not be accepted as an excuse for missing a meeting.)
4. Attend all meetings, group excursions, and activities that are a part of the program.
5. Be polite and courteous; you may be the only American that a French person will ever meet, so make every effort to make a good impression.
6. Always carry a photo I.D. on your person. It's the law in France.
7. Watch out for pickpockets! If you have been bumped, your pocket has probably been picked.
8. Be careful not to break the law. You are not a citizen of the country you are in. The Napoleonic Code states that you are guilty until proven innocent.

Different professors have varying styles of chaperoning. Some professors are less likely to set firm rules out of a desire to allow students to make their own choices. On the other hand, some believe that being strict or restrictive in order to have a reasonable amount of control helps to avoid potential problems. Ideally, a chaperone should maintain a mixture of both styles. It may even be necessary for the chaperone to adopt a parenting role to help students manage if there are situations that evoke strong emotions. As an example of more restrictive chaperoning during the Paris 2009 trip, all airfare and ground transportation tickets, museum passes, excursion fees, etc., were purchased by the Program Director and passed out to students at the morning meetings, since the program fee was all-inclusive, rather than having the students buy their own. This ensured that each student had what was needed to participate that day. Also, living in apartments is not like staying at a hotel. From the beginning, students need to know that they are responsible to keep their apartment clean and that they will pay for damage, if they are careless. The evening before we left, all students were required to stay home to clean and pack, which was followed by a room inspection.

Study abroad is a life-changing event. Post-assessment of the trip is essential, as students often experience feelings of alienation or disorientation when returning to their own country's culture. What they were accustomed to at home may no longer be familiar, and some method of addressing these experiences is necessary. The previously mentioned Dowell-Mirsky book on study abroad contains a detailed section that addresses students' self-understanding and provides coping skills to handle issues related to re-entry. The *Maximizing Study Abroad* student text also contains chapters entitled "Preparing to Return Home" and a "Post Study-Abroad Unit." Post-assessment is a continuation of the third goal of relating comfortably to a foreign and understanding better one's own culture.



Another method of post-assessment of the trip which can contribute to the students' adjustment process when returning home is asking them to fill out program evaluations (Appendix 8-9). This prompts them to view the trip as a whole, as a completed event. Trip evaluations are also a valuable method of obtaining feedback for improving the trip's structure and implementation: what worked and what did not, or what did the students like and what did they not like. The Paris 2009 trip included only two students who were taking the course for credit. Therefore, they were not asked to submit course evaluations, as it was impossible to maintain their anonymity. However, all students were asked to fill out an evaluation of the program itself, apart from the academic component.

Regarding academic post-assessment, it is better to set due dates for handing in the journals and research papers fairly soon after re-entry for assigning grades. If students are allowed to turn in their assignments two months after returning to the United States, they might tend to forget the nature of the assignments and be less enthused to complete them well. It is preferable to require the work to be turned in earlier rather than later, so that students do not lose their academic focus.

In conclusion, the primary benefit of creating your own apartment-based study abroad program is that it offers to students as complete an immersion study-abroad experience as possible. In addition, it is a very low-cost model. Youth hostels may be less expensive, but they simulate a hotel experience, which is more tourist-oriented. The apartment model is also easy to establish and implement. Making airline, TGV, or *châteaux* excursion reservations is not difficult. Furthermore, the proximity of the Paris Tourist Office provides assurance that any questions can be answered easily. It is true that with the apartment-based model, students do not gain valuable cultural experience from host family members as they do when staying in homes. Yet home-stay experiences are artificial, as the student is still a guest, and is not truly a part of the family. Moreover, some students experience unpleasant circumstances while staying in host families, which can be avoided with the apartment model. If there happens to be a personality clash among students in the same apartment, the faculty chaperone is available to settle the matter. Another advantage of the apartment model is that students have ample free time for shopping and exploring Paris on their own. Moreover, the professor has the freedom to adapt the daily syllabus/itinerary to match the students' needs and requests, which is not possible when working with a travel or tour company. The entire trip becomes individualized, as the instructor has more control over time and space. In the end, the students will gain the intellectual benefits of an intensive academic French course, they will develop multicultural skills while interacting with French native speakers and with French culture during hands-on assignments, and they will grow personally while enjoying the Parisian experience of a lifetime.

**UNIVERSITY OF WISCONSIN—SUPERIOR**

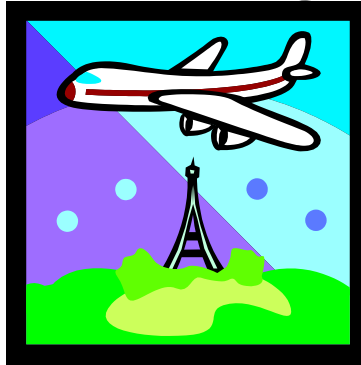
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## Appendix 1. Announcement

### Announcing...



***Paris Study Abroad 2009***  
***Includes visits to Versailles and the Châteaux***  
***2 weeks/3 credits***

<p><b>✚ Course Number:</b> WLLC 203 (in English) or FREN 303 (in French)</p>
<p><b>✚ Course Title:</b> History of Paris through its Monuments and Museums: the Presents(cc) of the Past</p>
<p><b>✚ Description:</b> The history, culture/society, and literature of Paris through the centuries will be viewed through the prism of its national treasures: famous squares, monuments, museums. Learn the significance of Notre Dame's architectural features, the legend of St. Denis, the designs of Baron Haussmann and much more...</p>
<p><b>✚ Prerequisites:</b> For WLLC 203—FREN 102. For FREN 303—FREN 202.</p>

**WHEN:** The program will take place in Paris during the last two weeks in May, 2009.

**WHERE:** Participants will be housed in the heart of Paris near the Louvre in rented apartments. Each unit has a fully-equipped kitchen, bath, W.C., washer, high-speed internet connection and comes fully furnished.

**COST:** Participation for registered students is on first-come, first-served basis with submission of approved application, recommendation form and \$300.00 (non-refundable) deposit.



Contact Dr. Donovan: [vdonovan@uwsuper.edu](mailto:vdonovan@uwsuper.edu)

**Appendix 2. Recommendation****PARIS STUDY ABROAD 2009  
RECOMMENDATION FORM****TO BE COMPLETED BY APPLICANT:**

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Reference requested from: \_\_\_\_\_ Email address: \_\_\_\_\_

Under the U.S. federal law (Section 438 of Public Law 90-247, as amended) students are permitted access to certain education records. Section 438(a)(2)(B) provides that a student may waive the right to inspect confidential letters of recommendation. Many applicants have found that a recommendation letter written in confidence has a greater impact than one to which the applicant also has access. If you waive your right to inspect the information requested by this form, please sign below.

\_\_\_\_\_  
Applicant's signature\_\_\_\_\_  
Date**TO BE COMPLETED BY THE INDIVIDUAL PROVIDING THE REFERENCE:**

The applicant named above is applying for study abroad through the Paris Study Abroad Program 2009. Since participants serve as representatives of our nation and our university, please evaluate the participant's academic and personal suitability for study abroad.

A. How long and in what capacity have you known the applicant? \_\_\_\_\_

B. Please indicate the applicant's ability and academic competence in comparison with other individuals whom you have known at similar stages in their academic careers.

	Below average	Average	Above average	Outstanding	Do not know
Knowledge of French					
Motivation and seriousness of purpose					
Ability to plan/carry out activities independently					
Ability to express thoughts in speech and writing					
Emotional stability, maturity and reliability					
Ability to function as productive group member					

C. On the back of this form, please comment specifically on any other factors that you believe may affect a successful experience in the Paris Study Abroad Program 2009.

**Signature****Date**

Please return to Dr. Donovan, Sundquist 201, email: [vdonovan@uwsuper.edu](mailto:vdonovan@uwsuper.edu), office phone: 8037 (ISEP, used with permission)

### Appendix 3. Application Form

#### SHORT-TERM PROGRAMS ABROAD APPLICATION

Name \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_  
 (As listed on passport) Last First Middle

Current Address: (Good until \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_) Permanent Address:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Program: \_\_\_\_\_ Location: \_\_\_\_\_

Approximate Dates: \_\_\_\_\_ Field of Study: \_\_\_\_\_

#### **University Information** (For students and those seeking university credit only)

Name of Home University: \_\_\_\_\_

Academic Level: Freshman Sophomore Junior Senior Graduate

Other: \_\_\_\_\_

Student I.D. #: \_\_\_\_\_ College GPA: \_\_\_\_\_ Expected Graduation Date:

\_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_ Major & Minor \_\_\_\_\_

#### **Please check the appropriate section:**

\_\_\_\_\_ I intend to register for credit through \_\_\_\_\_ University. I understand that I will be sent registration information and that it is my responsibility to complete and return this information. Note: Class registration cannot be changed after the program begins.

\_\_\_\_\_ I intend to register through the co-sponsoring university (please indicate): \_\_\_\_\_ and I understand that it is my responsibility to make all arrangements for credit through that university. **This is only available for select programs.** Otherwise, all students register for credit through \_\_\_\_\_ University. **IMPORTANT:** Tuition is not included in the program fee.

\_\_\_\_\_ I do **not** intend to register for credit. I understand that I will **not** be sent information on optional registration.

**Passport Information**

Date of Birth: \_\_\_\_\_ Passport #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Citizenship: \_\_\_\_\_

**Note:** You do not need a passport to apply for the program, but you must apply for it immediately. Please send us the passport information or a copy of the information page after you receive it. **IMPORTANT:** Passports must be valid for 6 months after your departure date from the host country.

**Emergency Contact:** [person(s) to be notified in case of an emergency while you are overseas or traveling]

Name(s) \_\_\_\_\_ E-mail: \_\_\_\_\_

Telephone: \_\_\_\_\_ Relationship: \_\_\_\_\_

State any health/medical conditions which may affect you as a traveler.

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**General Information:** Why are you interested in this program?

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Experience, skills, interests, training or foreign language ability that might bear on your contribution to the program:

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Have you ever traveled outside the United States and, if so, where?

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**Departure City:** The program fee (if airfare is included) is generally based on departure from \_\_\_\_\_. Other departure cities may be available but this will affect the program fee. Please advise us if there is another departure city that you would prefer: \_\_\_\_\_. We will contact you if this city is available and inform you of the cost before making any changes. Please note that participants are responsible for any extra charges incurred.

**Roommate Preferences:** I would like to room with: \_\_\_\_\_  
(both must indicate). **Smoking:** I smoke/do not smoke and would prefer a roommate who is smoking/non-smoking/does not matter. Please note that we will make every effort to accommodate your roommate requests, but we cannot guarantee that we will be able to do so. This depends in part on the composition of the group.

- **We recommend that each participant obtain travel insurance in case you must cancel due to a medical emergency or any other reason. You must have adequate medical insurance.**

Currently enrolled students should check with their academic advisors about how this program will apply to their degree. Return this application to: \_\_\_\_\_ Make deposits payable to:

\_\_\_\_\_

**To participate in this program, you will need to submit the following:**

- This application form
- Recommendation form
- Deposit of \$250
- Other forms that will be sent to you after we receive your application.

The information provided above is accurate to the best of my knowledge. I understand that it is my responsibility to ensure that Study Abroad Programs has up-to-date contact information. I certify that I am not on any kind of academic or disciplinary suspension or probation.

Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Saville, used with permission)

**Appendix 4. Sample Quiz**

**SAMPLE MANDATORY QUIZ TO PARTICIPATE IN PARIS STUDY ABROAD**

1. A guy (or girl) you really like has asked you to spend the afternoon together. A Paris Study Abroad orientation meeting is scheduled on the same afternoon.
  - A. You skip the orientation meeting because you've already traveled abroad and you know what to expect.
  - B. You come to the meeting.
  - C. You contact the professor in charge and ask to be excused.
  - D. You ask the guy/girl to come to the orientation meeting with you.
  
2. You and other program participants are walking down the street in Paris, when you see something in a store window that catches your eye.
  - A. You ignore the item that caught your eye and keep walking with the group because you don't want to take up their time.
  - B. You tell the group that you'd like to go into the store to shop.
  - C. You ask the group to come with you into the store to shop.
  - D. You slip into the store to take a look at the item, as you plan to only take a second.
  
3. You and another participant are buying tickets at a train station when you are suddenly surrounded by a group of menacing adolescents.
  - A. You wait until they get tired and leave.
  - B. You dial 911 on your cell phone.
  - C. You speak to the group and ask them to let you pass by.
  - D. You clutch your wallet or purse tightly and walk quickly toward the outside of the group, whacking with your umbrella, if necessary, any person who blocks your way.
  
4. You and your buddy want to go out for a drink in Paris.

- A. You get dressed up, leave the apartment building at 10:30pm, and head for the Champs-Élysées.
  - B. You decide to leave at 8:00 pm so you can get back to your apartment before 10:00 pm.
  - C. You invite the entire group, but not the professor, to go with you for a drink.
  - D. You ask your professor if it's safe to go out for a drink that night at 10:30.
5. You're at the Paris airport waiting to go through screening and you are suddenly hungry and thirsty.
- A. You wait until you have passed through screening in order to stay with the group.
  - B. You ask your professor if you can go get a sandwich and a bottle of water.
  - C. You dash off quickly to buy some food and drink.
  - D. You and a buddy dash off quickly to buy food and drink.
6. You feel like spending some time alone drawing in the Tuileries.
- A. You grab your sketch pad and walk to the Tuileries.
  - B. You decide not to go, since being alone in Paris is scary.
  - C. You ask the professor if you can go alone to the Tuileries, just this once.
  - D. You don't like your roommate, but you ask him/her to accompany you anyway.

### **Appendix 5. Course Outline**

Course Outline: (These original reading and homework assignments were shortened.)

Pre-departure meetings in USA:

February #1: l'Antiquité

Read LCFEE – pp. 2-5, 8-10, 50-59, 60-63, 174-182

Answer questions – pp. 5, 10, 52, 53, 62, 178-9, 180, 182

Watch movie: *Le Retour de Martin Guerre* -- Sujets à noter: liens culturels, pp. 46-7

February #2: Le Moyen Age et La Renaissance

Read LCFEE – pp. 13-16, 66-67, 17-19, 71-76, 112-121, 230-235, 284-287, 291-294

Answer questions – pp. 15, 67, 19, 72-3, 76, 117, 119, 121, 235, 287, 289, 294

Watch movie portion: *La Passion de Jeanne d'Arc*. Quiz

March #1: 17<sup>ème</sup> Siècle

Read LCFEE – pp.23-27, 77-82, 122-124, 183-187, 239-241, 295-300, 306-310

Answer questions – pp. 25, 26, 27, 79, 81, 82, 125, 187, 242, 244, 300, 310

Watch movie portion: *La Reine Margot*. Examen #1

March #2: 18<sup>ème</sup> Siècle

Read LCFEE – pp. 28-30, 130-137, 188 (Lecture 2)-191, 245-7, 250-2, 257-8, 311-314  
320-324

Answer questions – pp. 30, 133, 135, 137, 189, 246, 247, 250, 252, 259, 313, 316, 324

Watch movie: *Daily Life at Versailles*.



April #1: 19<sup>ème</sup> Siècle

Read LCFEE – pp. 34-39, 83-86, 89-91, 138-142, 201-203, 264-268, 325-330, 336-341

Watch movie: *Napoleon* (A & E) -- Quiz

Answer questions – pp. 36, 38, 39, 86, 91, 142-3, 203, 268, 326-7, 332, 341

April #2: 20<sup>ème</sup> Siècle

Read LCFEE – pp. 40-42, 100-103, 158-165, 267, 274-277, 364-366, 372-377

Watch movie: *The Louvre: The Golden Prison* – Examen #2

Answer questions – pp. 42, 103, 157, 160, 162, 165, 268(7&8), 277, 366, 373, 377-8

## Distribution of Grades:

Grade breakdown:	% of final grade
2 Tests in French – 100 points each	20%
Oral Presentation in French – 100 points	10%
4-page Essay in French – 200 points	20%
Daily Journal in French – 240 points	24%
2 Quizzes in French – 50 points each	10%
Attendance/Preparation/Participation – 50 points in USA, 50 points in Paris	10%
Homework in French – 60 points	6%

Itinéraire possible en France:mercredi 13 mai 2009 – Paris Visite (PV)

Arrivée à Paris. Prendre la navette à l'Opéra-Garnier. Acheter des billets de Métro. Faire les emplettes. Préparer le dîner. Écrire dans les journaux intimes.

jeudi 14 mai 2009 – PV, Museum Pass

Histoire du Louvre. Visiter le Louvre et les Tuileries. Faire un pique-nique à midi. Dîner aux appartements. Écrire dans les journaux intimes.

vendredi 15 mai 2009 – PV, Museum Pass

Histoire de Versailles. Prendre RER à Versailles. Déjeuner et dîner aux restaurants. Écrire dans les journaux intimes.

samedi 16 mai 2009 – PV, Museum Pass

Histoire du Musée d'Orsay. Visiter le Musée d'Orsay. Écrire dans les journaux intimes.

dimanche 17 mai 2009 – PV, Museum Pass

Repos. Temps libre. Écrire dans les journaux intimes.

lundi 18 mai 2009, Museum Pass

Histoire de Notre-Dame, du Palais de Justice et de la Sainte-Chapelle. LCFEE pp. 15-16. Visiter les trois. Écrire dans les journaux intimes.

mardi 19 mai 2009, Museum Pass

Histoire du Centre Beaubourg. Visiter. Écrire dans les journaux intimes.

mercredi 20 mai 2009

Présentations orales. Histoire de l'Opéra-Garnier. Visiter l'Opéra-Garnier. Histoire des châteaux. Écrire dans les journaux intimes.

jeudi 21 mai 2009

Prendre le TGV à Tours. Visiter les châteaux. Déjeuner et dîner aux restaurants.  
Écrire dans les journaux intimes.

vendredi 22 mai 2009

Paris Historical tour. Temps libre. Ecrire dans les journaux intimes.

samedi 23 mai 2009 -- PV

Histoire de l'Arc de Triomphe, Champs-Élysées, Place de la Concorde.  
Visiter les trois. Écrire dans les journaux intimes.

dimanche 24 mai 2009 – PV

Repos. Temps libre. Écrire dans les journaux intimes.

lundi 25 mai 2009 – PV

Histoire—Montmartre et Sacré Cœur. Visiter les deux. Écrire dans les journaux intimes.

mardi 26 mai 2009 – PV

Histoire de l'Hôtel des Invalides et de la Tour Eiffel. Visiter les deux. Écrire dans les journaux intimes.

mercredi 27 mai 2009 – PV

Faire le ménage, la vaisselle, la lessive. Retour aux E.-U.

## Appendix 6. Evaluation Survey

### DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES SURVEY OF STUDENT OPINION OF STUDY/TRAVEL ABROAD

STUDY ABROAD PROGRAM: Paris Study Abroad 2009  
TERM: May 12, 2009 – May 27, 2009

NOTE: **THIS FORM IS ANONYMOUS AND THE INSTRUCTOR WILL NOT SEE YOUR NAME ASSOCIATED WITH YOUR COMMENTS.** This survey will be used for study abroad program improvements. Administrators also use evaluation scores for instructor evaluations. Please answer the questions honestly and completely. (Both pages, please.)

Please use the following scale to rate your experience in this program:

**5** = Strongly Agree    **4** = Agree    **3** = Neither Agree Nor Disagree    **2** = Disagree    **1** = Strongly Disagree

Rate each characteristic independently. Omit questions you consider to be NOT APPLICABLE to this program.

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The advertising for the program was adequate.					
2. The orientation meetings were helpful.					

3. The information provided at orientations was adequate to prepare me.					
4. The program was conducted as it was advertised.					
5. The instructor was attentive to students' needs.					
6. The instructor gave guidance and leadership as circumstances required.					
7. I was satisfied with the living accommodations.					
8. I liked the system of receiving an allotment of euros for purchasing food.					
9. The travel arrangements within France were suitable for the program.					
10. I was satisfied with the variety and quantity of monuments and museums that we visited.					
11. There was enough free time provided for in the program.					
12. The instructor provided the right amount of supervision during the program.					

13. What did you like about the Paris Study Abroad 2009 program? What were its good points?

14. What suggestions do you have for improving this study abroad program?

15. Was your background appropriate for this program?

16. Did you participate as fully as possible in this program? Why or why not?

17. Did the program meet your expectations?

Please comment here about any aspect(s) of the program that need to be addressed:

**THANK YOU FOR COMPLETING THE EVALUATION!**