



**The Chicago School of Professional Psychology**  
**ISO610 Power of One- Brazil**  
**Online Course Syllabus**  
**3 credit hours**  
**Spring II 2023**  
**Instructor: Melissa Jajko, Psy.D.**

### Course Introduction

<b>Instructor:</b>	This information will be included in the first week announcement.
<b>Office and Hours:</b>	
<b>Phone:</b>	
<b>E-mail:</b>	
<b>Course Website:</b>	

### Official Course Description

This study abroad course offers an in-depth exploration into the vibrant, colorful, and culturally diverse cultures of two of the largest cities in Brazil, São Paulo and Rio de Janeiro. Brazil, the largest country in South America and the 5th largest in the world, is a land of stark contrasts- extreme wealth, beautiful beaches that draw millions of visitors each year, and home to prestigious world events such as the World Cup and Summer Olympics. However, simultaneously, Brazil faces some of the most severe economic inequalities, with one of the highest rates of violence in the world, overcrowded and underfunded prison systems, and one-third of their population living in poverty. This course will closely examine forensic mental health services in Brazil and the psychological impact of community violence, incarceration, poverty, collective trauma, and social injustice. Before and during our travel to Brazil, we will explore the interrelationship between violence and mental health disorders, and how the local people of Brazil have found meaningful and unique ways to cope and heal from their traumas. In addition, while in Brazil, students will have the unique opportunity to interact with Brazilian graduate students, engage in service-learning activities through local community organizations, learn traditional dances, visit one of the most famous landmarks Christ the Redeemer statue, shop at local street markets, and participate in unique cultural events!

This study abroad course will include online course requirements before our travel to Brazil.

### Institutional Learning Competencies and Outcomes

#### Institutional Learning Outcomes

##### **Diversity**

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

By the end of this course, students will be able to

CLO1: Demonstrate knowledge of the worldview of the local culture within the context of psychology.

- Demonstrate an understanding of how psychological theories, interventions, and models are viewed within their cultural context.

- Demonstrate the ability to develop and deliver culturally responsive and competent interventions to diverse populations across a variety of settings.
- CLO2: Analyze differences between host culture and own culture.
- MLO1- Compare and contrast the cultural, social, and educational differences between the United States and Brazil.
  - MLO2- Interact with the members of the local community in a respectful, culturally humble and sensitive manner by demonstrating knowledge of individual and group differences.
  - Analyze external factors that may impact students' academic outcomes.
- CLO3: Examine global perspective in relation to their professional and academic goals.
- MLO3- Describe self in relation to results of Global Perspectives Inventory.
  - Integrate ethical and professional codes, standards, and regulations into addressing international situations with cultural competence and sensitivity.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
- MLO4- Reflect and summarize the most important personal and professional impact of their experience abroad, and how their perceptions have changed throughout the course.
  - Describe the importance of developing cultural sensitivity in professional settings.

### **Professional Behavior**

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

By the end of this course, students will be able to

- CLO5. Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
- MLO5- Discuss changes in cultural, educational, and social perspectives in course content, as well as activities in Brazil
  - Describe own educational experiences and how education differs in other cultural contexts.
- CLO6. Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
- MLO6- Examine cultural differences between the United States and Brazil.
  - Explore external and internal factors that impact student learning.
  - Professionally engages with faculty, other students (both within this class and those abroad), as well as with in-country partners.
- CLO7. Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
- MLO7- Attend all pre-orientation trainings to prepare for travel and in-country activities
  - MLO8- Engage and actively participate throughout all online course discussions in order to develop an understanding of the Brazilian culture
  - Actively participate in all in-country activities and events
  - Communicate respectfully and use culturally sensitive approaches with all individuals while in Brazil.
  - MLO9- Demonstrates expected professional behavior and comports for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.
- CLO8. Demonstrate ability to be self-reliant in non-classroom environment.
- Punctually and completely attends all required in-country activities without few prompts or reminders.

### Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

By the end of this course, students will be able to

CLO9. Integrate cross-cultural scientific research and theory to enhance their cultural competency, as well as professional and scholarly endeavors

- MLO10- Demonstrate an understanding of forensic mental health literature and how it applies to the Brazilian culture
- MLO11- Compare and contrast the values, philosophy, and methods of different psychological interventions and services used in the United States and Brazil
- MLO12- Reflect on the relationship between mental illness, community violence, trauma, and incarceration in a cross-cultural context through a lens of behavioral science.

### Required Texts

Title	ISBN-13	Publisher's Price
Lovisi, G. M., Mari, J. de J., & Valencia, E. S. (2010). <i>The Psychological Impact of Living Under Violence and Poverty in Brazil</i> (Psychology Research Progress Series). Nova Science.	978-1608765874	Available free of cost as an eBook through the TCS library, or purchased for \$132.13
Perlman, Janice. (2010). <i>Favela: Four Decades of Living on the Edge in Rio de Janeiro</i> . Oxford: Oxford University Press.	978-0199836833	Available free of cost as an eBook through the TCS library, or purchased for \$28.95

### eReserve Readings (including eBooks)

Agier, M. (1995). Racism, Culture, and Black Identity in Brazil. *Bulletin of Latin American Research*, 14(3), 245-264.

Albuquerque Severino João Medeiros, & Bishop-Sanchez, K. (Eds.). (2015). *Performing Brazil: Essays on Culture, Identity, and the Performing Arts*. University of Wisconsin Press.

André Gulinelli, Lilian, R. C. R., & Paulo, R. M. (2005). The Social Adjustment of People with Severe Mental Illness in São Paulo, Brazil. *Brazilian Journal of Psychiatry*, 27(4), 309–314. <https://doi.org/10.1590/S1516-44462005000400010>

Andreoli, S. B., Dos, S. M. M., Quintana, M. I., Ribeiro, W. S., Blay, S. L., Taborda, J. G., & de, J. M. J. (2014). Prevalence of Mental Disorders among Prisoners in the state of Sao Paulo, Brazil. *Plos One*, 9(2), 88836. <https://doi.org/10.1371/journal.pone.0088836>

Barker, J. (2002). City of walls: Crime, Segregation, and Citizenship in São Paulo. *American Ethnologist*, 29(4), 1031–1032. <https://doi.org/10.1525/ae.2002.29.4.1031>

- Bragdon, E., & Lake, J. (2012). *Spiritism and Mental Health: Practices from Spiritist Centers and Spiritist Psychiatric Hospitals in Brazil*. Jessica Kingsley Publishers.
- Bringle, Robert G., Hatcher, Julie A., & Jones, Steven G. (2011). *International Service Learning: Conceptual Frameworks and Research*. (pp. 3-67). Stylus Publishing, LLC.
- Browning, B. (1995). *Samba: Resistance in Motion (Arts and Politics of the Everyday)*. Indiana University Press.
- Constantino, P., & Pinto, L. W. (2016). The Impact of Prisons on the Mental Health of Prisoners in the state of Rio de Janeiro, Brazil. *Ciência & Saúde Coletiva*, 21(7). <https://doi.org/10.1590/1413-81232015217.01222016>
- Dell'Aglio, D., & Koller Sílvia Helena (Eds.). (2017). *Vulnerable Children and Youth in Brazil: Innovative Approaches from the Psychology of Social Development*. Springer. <https://doi.org/10.1007/978-3-319-65033-3>
- Diniz, D. & Brito, L. (2016). *Madness and Crime: Zefinha, The Longest Confined Woman in Brazil*. *Historia Ciencia Saude Manguinhos*, 23(1): 113-130.
- Diniz, D., & Cavalcanti, M. T. (2013). Mental illness and Crime in Brazil. *The Lancet*, 382(9908), 1877–1877. [https://doi.org/10.1016/S0140-6736\(13\)62623-9](https://doi.org/10.1016/S0140-6736(13)62623-9)
- Goirand, C. (2003). Citizenship and Poverty in Brazil. *Latin American Perspectives*, 30(2), 18–40. <https://doi.org/10.1177/0094582X02250626>
- Hoffman, K., & Centeno, M. A. (2003). The lopsided continent: Inequality in Latin America. *Annual Review of Sociology*, 29(1), 363–390. <https://doi.org/10.1146/annurev.soc.29.010202.100141>
- Human Rights Watch. Behind Bars in Brazil: Overcrowding, Alternative Sanctions, and Prison Construction: <https://www.hrw.org/legacy/reports98/brazil/Brazil-04.htm>
- Juliana, D. S.-M., Sérgio Baxter Andreoli, & Denise, M. (2013). Post-traumatic Stress Disorder and Urban Violence: An Anthropological Study. *International Journal of Environmental Research and Public Health*, 10(11), 5333–5348. <https://doi.org/10.3390/ijerph10115333>
- Kowarick, L., & Jones, G. A. (1997). Social Struggles and the City: The Case of Sao Paulo. *Development and Change*, 28(1), 205.
- Koller Sílvia Helena (Ed.). (2019). *Psychology in Brazil: Scientists Making a Difference*. Springer. <https://doi.org/10.1007/978-3-030-11336-0>
- Lokkesmoe, K., & Ardichvili, A. (2016). Developing Cross-Cultural Awareness through Foreign Immersion Programs: Implications of University Study Abroad Research for Global Competency Development. *European Journal of Training and Development*, 40(3), 155-170.
- Lopes, C. S., Moraes, C. L., Junger, W. L., Werneck, G. L., Ponce de Leon, A. C., & Faerstein, E. (2015). Direct and Indirect Exposure to Violence and Psychological Distress among Civil Servants in Rio de Janeiro, Brazil: A Prospective Cohort Study. *Bmc Psychiatry*, 15(1). <https://doi.org/10.1186/s12888-015-0487-9>
- Machado, D. B., Alves Flávia Jôse, Rasella, D., Rodrigues, L., & Araya, R. (2018). Impact of the New Mental

- Health Services on Rates of Suicide and Hospitalizations by Attempted Suicide, Psychiatric Problems, and Alcohol Problems in Brazil. *Administration and Policy in Mental Health and Mental Health Services Research*, 45(3), 381–391. <https://doi.org/10.1007/s10488-017-0830-1>
- Mathews, J. (2017). The Structure and Development of Global Mindset. *Journal of Organizational Behavior*, 16(4), 9-33.
- Marques, E. C. (2012). *Opportunities and Deprivation in the Urban South: Poverty, Segregation and Social Networks in São Paulo* (Cities and Society Series). Ashgate Publishing.
- Mclennan, J. D., Bordin, I., Bennett, K., Rigato, F., & Brinkerhoff, M. (2008). Trafficking among Youth in Conflict with the Law in São Paulo, Brazil. *Social Psychiatry and Psychiatric Epidemiology*, 43(10), 816–23. <https://doi.org/10.1007/s00127-008-0365-6>
- Nascimento, E. L. (2007). *The Sorcery of Color: Identity, Race, and Gender in Brazil*. Temple University Press.
- Penglase, B. (2014). *Living with Insecurity in a Brazilian Favela: Urban Violence and Daily Life*. Rutgers University Press. <https://doi.org/10.36019/9780813565453>.
- Perry, K.Y. (2013). *Black Women Against the Land Grab: The Fight for Racial Justice in Brazil*. University of Minnesota Press.
- Ramos-Lima, L. F., Souza, P. R. A. de, Teche, S. P., & Freitas, L. H. M. (2019). Trauma-related Disorders in a Low- to Middle-income Country: A four-year follow-up of outpatient trauma in Brazil. *Psychiatry Research*, 280. <https://doi.org/10.1016/j.psychres.2019.112525>
- Razzouk, D., Goihman, S., Gerolin, J., Barrett, T., Almeida-Filho, N., Delgado, P. G. G., Saxena, S. (2008). The Mental Health System in Brazil: Policies and Future Challenges. *International Journal of Mental Health Systems*, 2(1). <https://doi.org/10.1186/1752-4458-2-12>
- Reichenheim, M. E., de Souza E.R., Moraes, C. L., de Mello Jorge M.H., da Silva C.M., de Souza Minayo M.C. (2011). Violence and Injuries in Brazil: The Effect, Progress Made, and Challenges Ahead. *The Lancet* (London, England), 377(9781), 1962–75. [https://doi.org/10.1016/S0140-6736\(11\)60053-6](https://doi.org/10.1016/S0140-6736(11)60053-6)
- Rezende Cláudia Barcellos, & Lima Márcia. (2004). Linking Gender, Class and Race in Brazil. *Social Identities*, 10(6).
- Rolnik, R., and Klintowitz, D. (2011). "(Im)Mobility in the City of São Paulo." *Estudos Avancados*, 25(71), 89-108.
- Selka, S. (2007). *Religion and the Politics of Ethnic Identity in Bahia, Brazil* (New World Diasporas). University Press of Florida.
- Soreanu, R. (2018). *Working-through Collective Wounds: Trauma, Denial, Recognition in the Brazilian Uprising* (Studies in the Psychosocial). Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-58523-3>
- Stella, C., Sequeria, V., La Rosa, T. (2016). Mothers and Babies in a Brazilian Prison: A Study Exploring the Impact of Prison Conditions. *Forensic Research and Criminology International Journal*, 2(3): 104-110.
- Van Wormer, K. S., & Walker, L. (Eds.). (2013). Brazil's Restorative Prisons. In *Restorative Justice Today: Practical Applications* (pp. 151-160). SAGE Publications.

Vilete, L., Figueira, I., Andreoli, S. B., Ribeiro, W., Quintana, M. I., de, J. M. J., & Coutinho, E. S. (2014). Resilience to Trauma in the Two Largest cities of Brazil: A cross-sectional study. *Bmc Psychiatry*, 14, 257–257. <https://doi.org/10.1186/s12888-014-0257-0>

Wagner R., Jair de Jesus, M., Quintana M., Dewey, M., Lacko, S., Vilete, L., Figueira, I., Bressan, R., Feijo de Mello, M., Prince, M., Ferri, C., Coutinho, S., Andreoli, S. (2013). The Impact of Epidemic Violence on the Prevalence of Psychiatric disorders in Sao Paulo and Rio de Janeiro, Brazil. *Plos One*, 8(5). <https://doi.org/10.1371/journal.pone.0063545>

Walker, S. (2002). Africanity vs Blackness: Race, Class and Culture in Brazil. *NACLA Report on the Americas*, 35(6), 16-20.

Zaluar, A. (2011). “Turf War in Rio de Janeiro: Youth, Drug Traffic, and Hypermasculinity.” In *The Urban Fabric of Crime and Fear* (pp. 217-237). Springer.

### Weblinks

- The Chicago School of Professional Psychology
  - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
  - [Pre-Departure Orientation – Health & Safety](#)
  - [TCSPP - International Travel Registration](#)

Araujo, Felipe (2016, October 5). We Need to Talk About Mental Health in Rio’s Favelas. <https://medium.com/the-establishment/we-need-to-talk-about-mental-health-in-rios-favelas-79d4c1e308f1>

Fisch, Y. and Correa, L. (2017, June 28). Rising Violence Takes a Huge Psychological Toll in Rio Favelas. <https://apnews.com/088c1feccefe417b81203ba23eae3c24/Rising-violence-takes-huge-psychological-toll-in-Rio-favelas>

Leeds, E. (2016, November 22). The Brazilian Prison System: Challenges and Prospects for Reform. <https://www.wola.org/analysis/brazilian-prison-system-challenges-prospects-reform/>

Sepulveda, Ariel. (2019). The Persistence of Racism and its Impact on the Afro-Brazilian Culture. Research Gate: [https://www.researchgate.net/publication/330545287\\_The\\_persistence\\_of\\_racism\\_and\\_its\\_impact\\_on\\_the\\_Afro-Brazilian\\_culture](https://www.researchgate.net/publication/330545287_The_persistence_of_racism_and_its_impact_on_the_Afro-Brazilian_culture)

Vadot, A. (2016, December 27). The Challenge of Mental Health in Rio’s Favelas. RioOnWatch. <https://www.rioonwatch.org/?p=33872>

### Information on the Quixote Project:

“The Don Quixote of the Streets”: Social Justice Theater in São Paulo, Brazil: <https://www.h-net.org/~cervantes/csa/artics11/MinanaS11.pdf>

<https://www.projetoquixote.org.br/the-project-quixote/>

<https://www.provida.net/en/projeto-quixote-sp/>

Information on NGO Rio de Paz:

[http://riodepaz.org/?fbclid=IwAR2v-ok4RJxwzsCjDVpo\\_sszZT51WuoHKrpIRwTpQvFfiCY7mWqPO9aYGgg](http://riodepaz.org/?fbclid=IwAR2v-ok4RJxwzsCjDVpo_sszZT51WuoHKrpIRwTpQvFfiCY7mWqPO9aYGgg)

Information on Conceição Chagas Collective:

<https://www.rioonwatch.org/?p=56425>

**Videos**

2016 Olympics: What Rio Doesn't Want the World to See:

[https://www.youtube.com/watch?v=1W\\_zM7koJy8](https://www.youtube.com/watch?v=1W_zM7koJy8)

Brazil: The Story of Slavery

<https://mail.google.com/mail/u/0/?tab=wm&ogbl#inbox/FMfcgxwJXpVVJZzZTmHhLHgjWZpgQZMS?projector=1>

Brazilians of African Descent Demand Equality:

<https://www.youtube.com/watch?v=x8-zo8lyOAs>

Inside Rio's Favelas, The City's Neglected Neighborhoods:

<https://www.youtube.com/watch?v=c3BRTIHFpBU>

Non-Profit Association of Protection and Assistance to Convicted Persons:

<http://www.fbac.org.br/index.php/pt/component/content/article/168-news/crowdfunding/2329-goal>

Prison Reform: Brazil Behind Bars:

<https://www.youtube.com/watch?v=0u4qC4aPTPO>

Rio de Janeiro Travel Guide:

<https://www.youtube.com/watch?v=ieWNzZPfZzk&feature=youtu.be>

São Paulo: South America's Megacity:

[https://www.youtube.com/watch?v=sNEeY\\_gXFbc](https://www.youtube.com/watch?v=sNEeY_gXFbc)

São Paulo & Rio de Janeiro Compared:

<https://mail.google.com/mail/u/0/?tab=wm&ogbl#inbox/FMfcgxwJXpVTzTKSLLhNBssjGKPFwVbg?projector=1>

Farahmandpour, Hoda. (2015). Service Learning [Video file]. Retrieved from TCS e-reserves <https://sk-sagepub-com.tcsedsystem.idm.oclc.org/video/service-learning>

"The Favelas." Directed by Alexandre Médan, produced by Gilles Thion, et al., Ampersand, 2005. Alexander Street, <https://video-alexanderstreet-com.tcsedsystem.idm.oclc.org/watch/the-favelas> (available on TCS eReserves)

The Quixote Project in Sao Paulo:

<https://www.youtube.com/watch?v=mP9YwAXwNj4>

<b>Course Schedule, Assignments, and Grading</b>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<b>Module 1</b>	<p>The Chicago School of Professional Psychology</p> <ul style="list-style-type: none"> <li>“What to Know Before You Go” TCSPP Study Abroad Pre-Departure Handbook</li> <li>Pre-Departure Orientation: Health &amp; Safety</li> </ul> <p><a href="https://prezi.com/view/Zs18jzTrHagebpVX38y3/">https://prezi.com/view/Zs18jzTrHagebpVX38y3/</a></p> <p><u>Videos:</u></p> <p>"The Favelas." (on eReserves)</p> <p>Sao Paulo: South America’s Megacity</p> <p>Rio de Janeiro Guide</p> <p>Sao Paulo &amp; Rio de Janeiro Compared</p>	<p>UNIT 1</p> <p>Welcome to your Study Abroad Course!</p> <p>Introductions; Course Expectations</p>	<p>CLO’s addressed: 2, 5, 7</p> <p>MLO’s addressed: 3, 7, 8, 9</p>	<p><b>Unit 1 Assignment:</b> Introductions &amp; Expectations (posting required for attendance purposes)</p> <p>You will use Canvas Studio to introduce yourself in a 4-minute video. Include the following:</p> <ul style="list-style-type: none"> <li>Briefly introduce yourself to your colleagues &amp; share a unique fact about yourself</li> <li>How did you reach your decision to choose this study abroad course?</li> <li>What is your extent of knowledge about, or your experience/travel in, Brazil?</li> <li>How do you anticipate this experience will impact your personal and professional life? In what ways?</li> </ul>	5 points
	<p>Sao Paulo &amp; Rio de Janeiro Compared</p>	<p>UNIT 2</p> <p>Global Perspectives/Self-reflection</p> <p>Introduction to the Communities of Southeast Brazil</p>	<p>CLO’s addressed: 2, 5, 7</p>	<p><b>Unit 2 Assignment-</b> Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. <i>Complete no later than Sunday, 11:59pm, CST</i></p> <p><b>Discussion #1:</b> Reflection on Global Perspectives and Service Learning</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Answer the following:</p> <ul style="list-style-type: none"> <li>What did you learn about yourself from completing the Global Perspectives Inventory?</li> <li>How do you anticipate your perspective will change after your international experience?</li> </ul>	<p>GPI- 5 points</p> <p>Discussion- 20 points (rubric)</p>



Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><b>Module 2</b></p>	<p><u>Module 2 Readings</u></p> <p>André Gulinelli, et. al., (2005).</p> <p>Araujo, Felipe (2016, October 5) (weblink)</p> <p>Bragdon, E., &amp; Lake, J. (2012).</p> <p>Dell'Aglio, D., &amp; Koller Sílvia Helena (Eds.). (2017).</p>	<p>UNIT 3</p> <p>The Prevalence of Mental illness in Urban Brazil</p>	<p>CLO's addressed: 1, 2, 3, 7, 9</p> <p>MLO's addressed: 1, 5, 6, 7, 8, 10, 11, 12</p>	<p><u>Unit 3 Assignment</u>- Complete International Travel Registration: <a href="https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx">https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</a> Complete no later than Sunday, 11:59pm, CST</p> <p>Pre-Departure Orientation</p>	<p>Mandatory to travel</p>
	<p>Koller Sílvia Helena (Ed.). (2019).</p> <p>Lovisi, G. M., et. al., (2010). Chapters 2, 4, 10</p> <p>Machado, D. B., et al., (2018).</p> <p>Razzouk, D., et. al., (2008).</p> <p>Vadot, A. (2016, December 27). (weblink)</p> <p><u>Videos:</u></p> <p>2016 Olympics: What Rio Doesn't Want the World to See</p>	<p>UNIT 4</p> <p>Cultural Context of Mental Health in Brazilian Culture</p> <p>Mental Health Care System in Brazil: Psychiatric Reform</p>	<p>CLO's addressed: 1, 2, 3, 7, 9</p>	<p><b><u>Discussion #2: A Glimpse into Mental Health Care in Brazil</u></b></p> <p>Based on what you have read and learned so far about Brazil culture, write a reflection on each of the following questions:</p> <ul style="list-style-type: none"> <li>• Discuss two barriers to mental health care in Brazil.</li> <li>• Discuss some of the cross-cultural differences between mental health concepts in the United States and Brazil.</li> </ul> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion- 20 points (rubric)</p>
<p><b>Module 3</b></p>	<p><u>Module 3 Readings</u></p> <p>Lovisi, G. M., et. al., (2010). Chapters 1, 3, 6, 7, 8</p> <p>Barker, J. (2002).</p> <p>Juliana, D. S.M., et. al., (2013).</p>	<p>UNIT 5</p> <p>Impact of Violence on the Mental Health of Brazilian Communities</p>	<p>CLO's addressed: 1, 2, 3, 5, 8, 9</p> <p>MLO's addressed: 1, 5, 6, 8, 10, 11, 12</p>		

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	Lopes, C. S., et. al., (2015).  McLennan, J. D., et. al., (2008).  Reichenheim, M. E., et al., (2011).  Wagner R., et. al., (2013).  <u>Videos:</u>  The Quixote Project in Sao Paulo	UNIT 6  Prevalence of Violence in Brazil  Coping with Trauma & Loss	CLO's addressed: 1, 2, 3, 5, 8, 9	<u>Unit 6 Presentation: An Integrated Conceptual Framework of Violence in Brazil</u>  Based on what you have read this week, prepare a 15-20 minute video presentation on two contributing factors of Brazil's longstanding history of violence & crime. In your presentation, discuss the framework of how these factors have contributed to the increase of community violence, the psychological impact it's had on communities, and steps that organizations have taken to address increased violence and to promote safety, healthy coping and resiliency.	Presentation- 50 points (rubric)
<u>Module 4</u>	<u>Module 4 Readings</u>  Constantino, P., & Pinto, L. W. (2016).  Diniz, D. & Brito, L. (2016).  Diniz, D., & Cavalcanti, M. T. (2013).	UNIT 7  The Brazilian Prison System	CLO's addressed: 1, 2, 5, 8, 9  MLO's addressed: 1, 5, 6, 8, 10, 11, 12		

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Human Rights Watch. Behind Bars in Brazil: Overcrowding, Alternative Sanctions, and Prison Construction (weblink)</p> <p>Leeds, E. (2016, November 22) (weblink)</p> <p>Stella, C., Sequeria, V. &amp; La Rosa, T. (2016).</p> <p>Van Wormer, K. S. &amp; Walker, L. (Eds.). (2013).</p> <p>Leeds, E. (2016, November 22) (weblink)</p> <p><u>Videos:</u></p> <p>Prison Reform: Brazil Behind Bars</p> <p>Non-Profit Association of Protection and Assistance to Convicted Persons</p>	<p>UNIT 8</p> <p>Brazil's Prison Reform &amp; Policies</p>	<p>CLO's addressed: 1, 2, 5, 8, 9</p>	<p><b><u>Discussion #3: Prison Reform</u></b></p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are some of the similarities and differences between the prison systems in the United States and Brazil?</li> <li>• What are 3 factors that have contributed to mass incarceration in Brazil? Please include specific examples from the readings to guide your discussion.</li> </ul> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion- 20 points (rubric)</p>
<p><b><u>Module 5</u></b></p>	<p><u>Module 5 Readings</u></p> <p>Agier, M. (1995).</p> <p>Albuquerque Severino João Medeiros, &amp; Bishop-Sanchez, K. (Eds.). (2015).</p>	<p>UNIT 9</p> <p>A Closer Look into Rio's Favelas: Poverty, Crime, Gangs, Police Corruption, &amp; Inadequate Health Care</p>	<p>CLO's addressed: 1, 2, 5, 8, 9</p> <p>MLO's addressed: 1, 5, 6, 8, 10, 11, 12</p>		

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Fisch, Y. and Correa, L. (2017, June 28) (weblink)</p> <p>Goirand, C. (2003).</p> <p>Kowarick, L., &amp; Jones, G. A. (1997).</p> <p>Penglase, B. (2014).</p> <p>Perlman, J. (2010).</p> <p>Rolnik, R. and Klintowitz, D. (2011).</p> <p>Zaluar, A. (2011).</p> <p><u>Videos:</u></p> <p>Inside Rio's Favelas, The City's Neglected Neighborhoods</p>	<p>UNIT 10</p> <p>Rising Poverty &amp; Inequality in Brazil</p> <p>Social Stigmas</p>	<p>CLO's addressed: 1, 2, 5, 8, 9</p>	<p><b><u>Discussion #4: Understanding Brazil's Favelas</u></b></p> <p>Reflect on the readings this week and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are 3 reasons poverty rates have increased in Brazil? Be specific</li> <li>• How has urbanization affected the favela communities in Rio and Sao Paulo?</li> <li>• What are the current initiatives that focus on reducing poverty and marginalization in the favelas?</li> <li>• Describe collective trauma as it relates to the favela communities</li> </ul> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion- 20 points (rubric)</p>
<p><b><u>Module 6</u></b></p>	<p><u>Module 6 Readings</u></p> <p>Hoffman, K., &amp; Centeno, M. A. (2003).</p> <p>Marques, E. C. (2012).</p>	<p>UNIT 11</p> <p>Systemic Racism in the Afro-Brazilian Culture</p>	<p>CLO's addressed: 1, 2, 3, 5, 8, 9</p> <p>MLO's addressed: 1, 5, 6, 8, 10, 11, 12</p>		

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Nascimento, E. L. (2007).</p> <p>Perry, K.Y. (2013).</p> <p>Selka, S. (2007).</p> <p>Sepulveda, Ariel. (2019). (weblink)</p> <p>Rezende Cláudia Barcellos &amp; Lima Márcia. (2004).</p> <p>Walker, S. (2002).</p> <p><u>Videos:</u></p> <p>Brazil: The Story of Slavery</p> <p>Brazilians of African Descent Demand Equality</p>	<p>UNIT 12</p> <p>Racial Discrimination and Black Identity in Brazil</p>	<p>CLO's addressed: 1, 2, 3, 5, 8, 9</p>	<p><b><u>Discussion #5: Racial Inequality in Brazil</u></b></p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are some similarities and differences between systemic racism in the United States and in Brazil? Be specific and provide examples.</li> <li>• What is one area that stood out to you the most about the Afro-Brazilian culture, and how has this impacted your global perspective?</li> </ul> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion- 20 points (rubric)</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<b>Module 7</b>	<p><u>Module 7 Readings</u></p> <p>Bingle, R, Hatcher, J., &amp; Jones, S. (2011). Pages 3-67.</p> <p>Browning, B. (1995).</p> <p>Lokkesmoe, K., &amp; Archichvili, A. (2016).</p> <p>Mathews, J. (2017)</p> <p>Soreanu, R. (2018).</p> <p>Ramos-Lima, L. F., et. al., (2019).</p> <p>Vilete, L., et. al.,(2014).</p> <p>Weblinks/Videos:</p> <p><a href="https://sk-sagepub-com.tcsedsystem.idm.oclc.org/video/service-learning">https://sk-sagepub-com.tcsedsystem.idm.oclc.org/video/service-learning</a></p> <p><a href="https://www.projetoquixote.org.br/th-e-project-quixote/">https://www.projetoquixote.org.br/th-e-project-quixote/</a></p>	<p>UNIT 13</p> <p>Service-Learning Preparation</p> <p>Cross-Cultural Awareness</p>	<p>CLO's addressed: 1, 2, 3, 5, 6, 7, 9</p> <p>MLO's addressed: 1, 2, 6, 7, 8, 9, 11, 12</p>	<p><b><u>Discussion #6: Preparing for My Experience Abroad</u></b></p> <p>During our time in Brazil, we will be spending the day participating in activities at Projeto Quixote, a non-profit organization that develops outreach programs for at-risk youth in São Paulo. In preparation for this experience and the subsequent journal assignment due upon our return, please view the video "Service Learning" located in the TCS library e-reserves, in conjunction with the two videos on the Projeto Quixote website and chapters 1-3 (pgs 3-67) of the Bingle (2011) text. Please answer the following questions for your post this week:</p> <ul style="list-style-type: none"> <li>• What is your role in the service-learning experience?</li> <li>• How do we ensure we are meeting the needs of the community and collaborating <i>with</i> them?</li> <li>• What contributions can you bring to this experience?</li> <li>• What are some challenges you anticipate about the service-learning experience?</li> <li>• What are you most interested in experiencing during your time in Brazil?</li> </ul> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion- 20 points (rubric)</p>
		<p>Unit 14</p> <p>Trauma, Healing through Arts, and Resiliency Amongst the Marginalized Communities</p> <p>Pre-Travel Preparation</p>	<p>CLO's addressed: 1, 2, 3, 5, 6, 7, 9</p>	<p><b>Pre-Departure Orientation- Required Attendance</b> <i>(Zoom invitation will be provided via a course announcement on Canvas. This meeting will include an overview of health and safety abroad)</i></p>	

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<b>Module 8</b> <b><u>(upon return)</u></b>		Unit 15 Brazil In-Country Learning Experience	CLO's addressed: 2, 4, 5, 6, 7, 8  MLO's addressed: 2, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> <li>• Complete Global Perspectives Inventory, Post-Survey (GPI)- login information will be sent to you via email.</li> </ul> <p><i>Due two-weeks post travel</i></p> <ul style="list-style-type: none"> <li>• <b>Capstone Assignment Reflection Paper</b></li> <li>• <b>Service-Learning Journal Assignment</b></li> </ul>	GPI- 5 points  In-country attendance & engagement- 200 points (rubric)  Professional & behavioral comporment- 80 points (rubric)  Capstone Assignment- 100 points (rubric)  Service-Learning Journal Assignment- 50 points (rubric)

### COURSE REQUIREMENTS

Grading Criteria - Graduate level work is expected. Students are graded on projects that offer opportunities to demonstrate their meeting of course objectives, ability to work together with each other as professionals, oral and written communication success and reflection on and awareness of their personal learning. Grading rubrics, outlining specific outcomes and expectations will be provided for each assignment.

- **Course Introduction (5 points):** Students will complete a 4-minute video introducing themselves (questions listed in Course Schedule) and submit online to Canvas Studio.
- **Global Perspectives Inventory, Pre-and Post-Survey (5 points each, 10 points total):** Students will complete both the Pre-and Post-Survey of the Global Perspectives Inventory, which is a web-based assessment of intercultural competence and global learning.
- **Online Discussion Posts (20 points each, 120 points total):** Students will be expected to participate in six online discussion boards. During the week they are due, students will provide their initial discussion post on Wednesday, by 11:59pm CST, and their responses to at least 2 other posts from other students by Sunday, 11:59pm CST.
- **Unit 6 Presentation (50 points):** Students will be expected to prepare a 15-20 video presentation on two contributing factors of Brazil's longstanding history of violence & crime. In this presentation, students will discuss the framework of how these factors have contributed to the increase of community violence, the psychological and traumatic impact it has had on communities, and steps that organizations have taken to address increased violence and to promote safety, healthy coping and resiliency. Students will present during an online forum.
- **Service-Learning Journal Assignment (50 points):** Students will participate in a service-learning experience during their time in Sao Paulo when they visit Projeto Quixote. During this experience, students will engage in hands-on activities with at-risk children and adolescents. Activities may involve participation in recreational activities with children, as well as assisting with workplace education projects. Students are expected to fully participate in these activities and reflect on their experience in a journal assignment when they return from Brazil.
- **In-country Attendance & Engagement (200 points):** Students are expected to fully participate and engage in the experiences provided during the trip. Student will be rated on interactions with individuals from the host country, interactions with their classmates and the faculty lead, active participation in group activities and end of the day discussions and being fully present for all in-country group activities and experiences.
- **Professional & Behavioral Comportment (80 points):** Students are expected to demonstrate exemplary and model professional behavior and comportment for the entire duration of the program, including in all interactions with students, faculty, administrators, and all in-country partners.
- **Capstone Assignment- Post-Trip Reflection Paper (100 points):** Students are expected to submit their Capstone Assignment two weeks after returning (date TBD). In an 8-10 page paper, students will reflect on their study abroad experience. This reflection paper will include a critical analysis of their observations, emotions, and experiences during the immersion trip to Brazil. Students will be expected to discuss their take-aways in the context of theory and frameworks from the course readings.



**Statement on late work:** Late work will only be considered if the student has contacted the instructor 24 hours prior to the assigned due date. All late work will be subject to point reductions.

### **GRADING DISTRIBUTION**

<b>Activity</b>	<b>Points</b>	<b>% Grade</b>
Course Introduction and Global Perspectives Inventory (Pre and Post Survey)	15	5%
Online Discussion Posts	120	20%
Unit 6 Presentation	50	10%
In-Country Attendance & Engagement	200	20%
Professional & Behavioral Comportment	80	10%
Service-Learning Journal Assignment	50	10%
Capstone Assignment	100	25%
<b>TOTAL</b>	<b>565</b>	<b>100%</b>

<b>Grade</b>	<b>Percentages</b>	<b>Points</b>	<b>Description</b>
A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Excellent
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Below Expectations
F	69 and below	0.00	Unacceptable
P	80 – 100%	0.00	Pass (not calculated into GPA)
NP	79 and below	0.00	No Pass (not calculated into GPA)

CR	Meets course requirements	0.00	Credit
NC	Does not meet course requirements	0.00	No Credit
IP	N/A	0.00	In Progress (temporary grade)
W*	N/A	0.00	Withdrawal (up to 67% of course completed)
AU	N/A	0.00	Audit
I	N/A	0.00	Incomplete

## Appendix A – Tentative Itinerary

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#). Please fill out the [ADA Abroad Form](#) and email it to [accommodations@thechicagoschool.edu](mailto:accommodations@thechicagoschool.edu)

Date	Activity / Note for Exertion Level	Location
Day 1: April 24, 2023	<p><b>MORNING</b></p> <ul style="list-style-type: none"> <li>Arrival at São Paulo International Airport (Campus B representative will be at the airport to meet the group)</li> <li>Transfer to the hotel/check-in</li> </ul> <p><b>AFTERNOON</b></p> <ul style="list-style-type: none"> <li>In-country orientation session: 30-minute session presented by Campus B coordinator to review program itinerary, safety &amp; cultural tips</li> <li>Walking tour near the hotel at Paulista Avenue</li> </ul> <p><b>EVENING</b></p> <ul style="list-style-type: none"> <li>Welcome dinner at a traditional Brazilian steakhouse, included (all dietary restrictions will be taken into consideration)</li> </ul> <p><i>Exertion level 3 (walking through airport; private transportation to hotel; 90-120 minute walking tour through city that may involve slight hills and unpaved paths)</i></p>	São Paulo
Day 2: April 25, 2023	<p><b>MORNING</b></p>	São Paulo

	<ul style="list-style-type: none"> <li>Opening lecture with Professor Arlindo Lourenco on the Brazilian Public Health System &amp; Psychological Support within the Brazilian Prison System</li> </ul> <p>AFTERNOON</p> <ul style="list-style-type: none"> <li>Activity with Brazilian graduate students/researchers from University of São Paulo (USP), PUC-SP or UNIFESP</li> </ul> <p>EVENING</p> <ul style="list-style-type: none"> <li>Visit to Hotel Unique Rooftop for an unforgettable view of São Paulo's skyline</li> </ul> <p><i>Exertion level 2 (approx. 30-minute walk to/from activities with use of transportation)</i></p>	
Day 3: April 26, 2023	<p>MORNING &amp; AFTERNOON</p> <ul style="list-style-type: none"> <li><u>Service-Learning Experience</u>: spend the day participating in activities at Projeto Quixote, a non-profit organization connected to the Department of Psychiatry of the Federal University of São Paulo that aims to help at-risk youth</li> </ul> <p>EVENING</p> <ul style="list-style-type: none"> <li>Enjoy Vila Madalena (optional)</li> </ul> <p><i>Exertion level 2 (approx. 60-minute walk to/from activities with use of transportation)</i></p>	São Paulo
Day 4: April 27, 2023	<p>MORNING</p> <ul style="list-style-type: none"> <li>Visit to Coordination of Social Reintegration and Citizenship, a section of the Secretariat of Penitentiary Administration, responsible for promoting actions for the re-socialization of prisoners and ex-prisoners from the São Paulo penitentiary system</li> </ul> <p>AFTERNOON</p> <ul style="list-style-type: none"> <li>Visit to Training, Improvement, and Employability Group (promotes actions to increase the professional qualifications of prisoners). Projects included workshops in bakeries, urban agriculture, and maintenance of public schools</li> </ul> <p>EVENING</p> <ul style="list-style-type: none"> <li>Free evening</li> </ul>	São Paulo

	<i>Exertion level 2 (approx. 90-minute walk to/from activities with use of transportation)</i>	
Day 5: April 28, 2023	<p><b>MORNING</b></p> <ul style="list-style-type: none"> <li>• Hotel check-out</li> <li>• Private transfer to the airport (flight to Rio de Janeiro, approx. 1 hour, included)</li> <li>• Arrival in Rio de Janeiro, transfer to hotel, and check-in</li> </ul> <p><b>AFTERNOON</b></p> <ul style="list-style-type: none"> <li>• Rio Cultural Tour (Escaderia Selaron, Rio Downtown, and Maua Pier)</li> </ul> <p><b>EVENING</b></p> <ul style="list-style-type: none"> <li>• Free evening</li> </ul> <p><i>Exertion level 2 (walking through airport; private transportation to/from hotel; approx. 90-120 minutes of walking as part of Rio Cultural Tour, which may involve slight hills and unpaved paths)</i></p>	Rio de Janeiro
Day 6: April 29, 2023	<p><b>MORNING</b></p> <ul style="list-style-type: none"> <li>• Meeting with Rio de Paz/Peaceful Rio (NGO). <i>Rio de Paz is an organization directly involved with the reduction of crime and assistance of the most vulnerable and impacted communities in Rio.</i></li> </ul> <p><b>AFTERNOON</b></p> <ul style="list-style-type: none"> <li>• Meet with Conceição Chagas Collective, created by Afro-Brazilian psychologists to bring awareness and reflection of racism</li> </ul> <p><b>EVENING</b></p> <ul style="list-style-type: none"> <li>• Visit to Salt Stone, considered the birthplace of Samba music</li> </ul> <p><i>Exertion level 2 (approx. 90-120 minutes of walking to/from activities with use of transportation)</i></p>	Rio de Janeiro
Day 7: April 30, 2023	<p><b>MORNING</b></p> <ul style="list-style-type: none"> <li>• Visit to Christ the Redeemer</li> </ul> <p><b>AFTERNOON</b></p> <ul style="list-style-type: none"> <li>• Capoeira Workshop (national martial art)</li> </ul> <p><b>EVENING</b></p>	Rio de Janeiro

	<ul style="list-style-type: none"> <li>Suggested visit to Lapa neighborhood (or activities TBD)</li> </ul> <p><i>Exertion levels 3 &amp; 4 (approx. 120 minutes of walking to/from activities; exertion level 4 at Christ the Redeemer Statue due to high number of stairs to climb; Optional participation at the Capoeira workshop that involves full body movements)</i></p>	
<p>Day 8: May 1, 2023</p>	<p>MORNING</p> <ul style="list-style-type: none"> <li>Visit to Ipanema's Traditional Street Fair</li> </ul> <p>AFTERNOON/EVENING</p> <ul style="list-style-type: none"> <li>Optional activity: soccer match</li> </ul> <p><i>Exertion level 2 (90-minute walk to/from activities)</i></p>	Rio de Janeiro
<p>Day 9: May 2, 2023</p>	<p>MORNING</p> <ul style="list-style-type: none"> <li>Meeting with Favela Connection and Patota do Galo <i>Conversations with Gabriel Abreu from the Favela Connection and Adailton from Patota do Galo Carnival Drum school about life and challenges in the Cantagalo Favela community</i></li> </ul> <p>FREE AFTERNOON</p> <p>EVENING</p> <ul style="list-style-type: none"> <li>Farewell dinner at a traditional Brazilian restaurant (all dietary restrictions will be taken into consideration)</li> </ul> <p><i>Exertion level 2 (90-minute walk to/from activities with use of transportation)</i></p>	Rio de Janeiro
<p>Day 10: May 3, 2023</p>	<p>FREE MORNING</p> <ul style="list-style-type: none"> <li>Hotel check-out</li> </ul> <p>AFTERNOON</p> <ul style="list-style-type: none"> <li>Private transfer to the airport</li> <li>Return flight</li> </ul> <p><i>Exertion Level 2 (light walking, approx. 30 minutes, with use of transportation)</i></p>	Rio de Janeiro and Return Flight

## Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program.  0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders.  60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders.  80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance.  100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners.  0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates.  60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners.  80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners.  100 points
<b>Total</b>				<b>200 total points</b>

## Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
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Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners.  0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners.  20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.  50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.  80 points
<b>Total</b>				<b>80 total points</b>

## Appendix D - Discussion Forum Rubric

- Initial Posts are due by 11:59pm, Wednesday, Central Time.
- 1 point will be deducted for each day the initial post is late.
- Reply to at least 3 (or more) of your classmates' post by Sunday at 11:59pm, CST (see rubric below)
  - Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
- Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal
- Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Grading Area	Demonstration Level 1 Needs Improvement	Demonstration Level 2 Adequate	Demonstration Level 3 Good	Demonstration Level 4 Exemplary	POINTS
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<p>Initial Post:</p> <p>Demonstration of quality content and integration of course material</p>	<p>The initial discussion post exhibits a statement that is partially or fully incorrect or doesn't answer the main discussion question (s). The post is not backed by the assigned readings or another source and does not stimulate further discussion as evidenced by responses from colleagues.</p> <p>0-2 points</p>	<p>The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer does not demonstrate <u>two</u> of the following:</p> <ul style="list-style-type: none"> <li>• A substantive statement including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul> <p>3-4 points</p>	<p>The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer does not demonstrate <u>one</u> of the following:</p> <ul style="list-style-type: none"> <li>• A substantive statement including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul> <p>5 points</p>	<p>The initial discussion post exhibits a strong statement which answers the main discussion question(s) and demonstrates all of the following:</p> <ul style="list-style-type: none"> <li>• A substantive statement including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul> <p>6 points</p>	<p>6 pts maximum</p>
<p>Participation:</p> <p>Feedback to class colleagues throughout the week</p>	<p>The student did not give feedback to a minimum of 2 class colleagues' initial posts, or the feedback given constitutes simple agreement, or was posted late Saturday and/or Sunday—too late in the week to have an impact.</p> <p>0-2 points</p>	<p>The student's feedback to two or three class colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic.</p> <p>3-4 points</p>	<p>The student provides feedback to at least three class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic.</p> <p>5 points</p>	<p>The student provides detailed feedback to three or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenge/invites other participants to further explore the topic.</p> <p>6 points</p>	<p>6 pts maximum</p>
<p>Participation:</p> <p>In one's own post in the discussion thread</p>	<p>Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week.</p>	<p>Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday).</p>	<p>Student responds to all feedback received on student's initial post, and responses to instructor's feedback to initial post.</p> <p>Responses are proficient but not as robust or substantive.</p>	<p>Student participates in their initial post discussion thread at least (3) separate days of the week.</p> <p>Student writes substantial response to all feedback received on student's initial post, and responses to</p>	<p>6 pts maximum</p>



	0-2 points	3-4 points	5 points	6 points	instructor's feedback to initial post.	
Academic Writing:  Adherence to APA style, spelling, grammar, and consistent with standards of discipline	Poor or no attention to structure and form of APA style for in-text citations and references in the initial post.  Repetitive errors in grammar, and/or the writing style was disorganized and casual.  0-2 points	Basic structure of APA followed with multiple errors and/or missing in-text citations and references.  3 or more errors in grammar, and/or writing style is casual or lacks a professional approach.  0.5 point	Basic structure of APA followed with no more than one error in in-text citations and references.  2 or more errors in grammar; writing style is generally adequate.  1 point	Basic structure of APA followed with no more than 1 error in in-text citations and references. No errors in grammar, and the writing style is highly professional, respectful and reflective of departmental standards in writing.  2 points		2 pts max
<b>TOTAL</b>						<b>20 pts max</b>

## Appendix E – Unit 6 Presentation Rubric

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Critical Analysis of Content	Critical reflection of content is superficial, or absent. Presentation findings are not supported by empirical data.  0-8 points	Critical reflection of content is present but does not include an in-depth analysis. Presentation findings are supported by less than 2 empirical sources.  9-15 points	Critical reflection of content is discussed in-depth but did not thoroughly address all three components. Presentation findings are supported by less than 5 empirical sources.  16-20 points	Critical, in-depth analysis that addresses all three components of the assignment. Presentation findings are supported with at least 5 or more empirical sources.  21-25 points
Overall delivery of presentation	Presentation was poorly prepared, poorly organized, and did not engage audience.	Presentation is minimally organized and minimally engaging.	Presentation is organized, moderately engaging, and	Presentation is strongly organized, highly engaging, and information is

	0-8 points	9-15 points	information is presented appropriately. 16-20 points	presented in a logical and sequential manner. 21-25 points
<b>Total</b>				<b>50 total points</b>

## Appendix F – Service-Learning Journal Assignment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Personal Reflection of Community Experience	Critical reflection of personal impact is superficial, or absent. Does not address all components of the journal prompts.  0-8 points	Critical reflection of personal impact is present, but not in-depth. Minimally addresses each component of the journal prompts.  9-15 points	Critical reflection of personal impact of experience is present and discussed. Addresses each of the journal prompts, but not in-depth.  16-20 points	Critical, in-depth reflection of personal impact of experience is fully present. Thoroughly addresses all components of the journal prompts.  21-25 points
Knowledge and Skill Objectives	Does not discuss or address goals and objectives as discussed by the instructor.  0-8 points	Minimally addresses the goals and objectives as discussed by the instructor.  9-15 points	Moderately addresses the goals and objectives as discussed by the instructor.  16-20 points	Thoroughly and fully addresses the goals and objectives as discussed by the instructor.  21-25 points
<b>Total</b>				<b>50 total points</b>

## Appendix G – Capstone Assignment Rubric

### Signature Reflection Paper

Grading Area	Demonstration Level 1 (Needs Improvement)	Demonstration Level 2 (Minimal)	Demonstration Level 3 (Exemplary)	POINTS
Personal and Critical Reflection	<p>Personal and/or critical reflection is superficial, or absent. Does not adequately identify and reflect on the cultural differences and similarities between home and host countries. Does not adequately reflect on personal and cross-cultural beliefs, values, views, and practices.</p> <p>0-24</p>	<p>Minimal reflection on the cultural differences between home and host country, and minimal personal reactions to in-country experience.</p> <p>25-49</p>	<p>Shares an in-depth personal and/or critical reflection that demonstrates thought and insight. Reflection paper demonstrates an in-depth exploration of cultural differences and similarities between home and host country, with a thorough reflection on personal and cross-cultural beliefs, values, views, and practices.</p> <p>50-75</p>	75
Grammar/Organization	<p>Paper was poorly structured and significantly detracted from readability. Paragraphs, topic sentences, and transitions are disjointed. Paper contains numerous grammatical, punctuation, and spelling errors. Overall, errors interfere greatly with the readability of the paper. Used 0 scholarly sources.</p> <p>0-7.5</p>	<p>Paper had some grammatical errors and formatting issues. Structure of the paper is somewhat hard to follow. Paragraphs, topic sentences, and transitions need improvement. Paper contains some grammatical, punctuation, and spelling errors. Overall, errors interfere somewhat with the readability of the paper. Used 1-2 scholarly sources.</p> <p>8-15</p>	<p>Paper was well-structured, easy to navigate through, and included 3 or more scholarly sources where relevant. Paragraphs, topic sentences, and transitions are logical and flow well. Minimal grammatical, punctuation, and spelling errors. Overall, errors do not interfere with the readability of the paper.</p> <p>16-25</p>	25

<b>TOTAL</b>				<b>100 pts max</b>
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Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

## Student Academic Supports and Resources

### STUDENT PORTAL FOR UNIVERSITY RESOURCES

[my.thechicagoschool.edu](http://my.thechicagoschool.edu)

The student portal is a place where you can find quick links to the below resources in one place.

### ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

### BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

### CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
  - a. Submit a ticket with your question or issue by filling out the form provided in the course.
  - b. Contact the Help Desk by phone: 855-745-8169
  - c. Have a live IM chat with a HelpDesk representative.

### IT SUPPORT

Students may contact HelpDesk by:

**Phone:** (800) 747-8367

**Email:** [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu)

**Website:** <http://helpdesk.tcsedsystem.edu>

### Hours

	Pacific time	Central time	Eastern time
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
<b>Weekend</b>	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

**LIBRARY RESOURCES**

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

**WRITING CENTER****A. MA and Doctoral students:**

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) for assistance.

**B. BA students:**

Please submit your paper for feedback to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu). Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

**C. APA Style Hotline:**

Email your question to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) and expect a reply within several hours.

**ONLINE RESOURCES**

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)