

**Columbia College Honors Program  
Honors Project Prospectus  
Cover Sheet**

This TYPED form is due to the honors office the semester before enrolling in HON 498 (for example, students taking the course during fall semester must submit the prospectus by the end of April). The proposal should be approximately 1000 words in length, demonstrating careful, detailed planning and vigorous, genuine collaboration with your faculty director. The Director of Honors helps to evaluate proposals.

Name Lydia Surrett  
Title of project Portugal Posts: Adventures from Teaching Abroad in Lisbon and Teaching Abroad Handbook  
Hon. 498 Semester/Year Fall 2013 Credit hours 3 s.h. (3-4)

The following items should be addressed in the prospectus:

1. Describe the goals of the project. Provide specific details about how the project will be conducted and state a specific hypothesis (if applicable). You may also want to provide some background information about your topic.
2. Describe how the project fits in with your educational background and experience and how the project is related to your post-graduation plans for career or graduate study. Describe how the project enhances your honors education.
3. Detail how your director will assess your project. Include specific details about the assessment criteria. Describe in detail any product that you expect to generate. For example, if you will be completing a written paper, provide information about the expected length of the paper, the number of resources to be used, and the citation style to be used (APA or MLA, etc.). If you will be doing a creative performance or preparing a portfolio or some other product, you may include a checklist of items to be included and details about how the project will be judged.
4. Provide a preliminary bibliography. Generally, a preliminary reference list of resources will be appropriate.

Note: Projects completed during spring semester are due to faculty directors for assessment by early April. Projects completed during fall semester are due to faculty directors for grading by early November. The project is showcased for students, faculty, family, and friends at the senior Honors Medal Ceremony held before graduation. Displays may vary from computer presentations, to poster displays, to video segments, to artifact collections or any other creative, appropriate means to share your project. Although students complete their project during the junior year, graduates are expected to participate in the showcase at the Medal Ceremony.

The undersigned agree to the guidelines set forth in the Honors Project Prospectus:

Lydia Surrett Lydia Surrett  
Student Signature Date April 30, 2013  
Dr. Sandy Ayers Sandy Ayers  
Faculty Director Signature Date April 30, 2013  
Dr. John Zubizarreta John Zubizarreta  
Honors Program Director Signature Date 1 May 2013

The basis of my honors project is my trip to Lisbon, Portugal, from May 3<sup>rd</sup> through the 19<sup>th</sup> under the guidance of Columbia College Early Childhood Professor, Dr. Sandy Ayers. While in Lisbon I will be working at the Carlucci American International School of Lisbon (CAISL) for ten days between May 5<sup>th</sup> and May 18<sup>th</sup>. CAISL is the American Embassy School for Lisbon. This trip is an additional field experience, meaning that there are no guidelines for me to follow and I am free to choose how much or how little I do as far as lessons. In order to gain more out of my experience in Lisbon, I have decided not only to teach as many lessons as my cooperating teacher, Miranda Mesquita has the time for but also to reflect upon my experiences and learn more about other teach abroad experiences.

For my honors project, which I have chosen to title *Portugal Posts: Adventures from Teaching Abroad in Lisbon and Teaching Abroad Handbook*, I have several goals in mind. My goals include gaining a greater understanding of my experience teaching in Portugal, learning about others' experiences teaching abroad, and creating a handbook of how to teach abroad. In order to accomplish these goals, I will be writing a blog post every other day during my two weeks in Lisbon, conducting interviews with other international teachers, comparing the differences between teaching in English speaking schools and native tongue schools, and completing research on the passport and visa application process. The topic of my project stems from my interests in teaching abroad after graduation which has inspired me to make sure that I gain as much as I can from my experience in Portugal.

My honors project will fit my educational background as an elementary education major with an interest in teaching abroad. This reflection and handbook relate to my post-graduation plans of teaching abroad after teaching in the United States for a couple of years. In completing this project, I will become better informed of what that the process of teaching abroad entails as well as the advantages and disadvantages of different teaching abroad situations. *Portugal Posts: Adventures from Teaching Abroad in Lisbon and Teaching Abroad Handbook* will enhance my honors experience by taking a non-honors field experience and expanding on it, leaving me with not only additional classroom experience and an idea of what it is like to teach abroad but also a knowledge of what teaching abroad involves and how it can differ.

My honors project assessments will be for the quality of my blog posts, interviews, comparisons of interviews, reflections on interviews, and passport and visa research. The assessment of the quality of my blog posts will include the spelling, grammar, content, and relevance. The assessment of the quality of my interviews will include the inclusion of open-ended and relevant questions. The assessment of the quality of my interview comparisons will involve evaluating the depth of thought and the inclusion of similarities and differences. The assessment of the quality of my interview reflections will be for the inclusion of application to others and myself. The assessment of the quality of my passport and visa research will be for attention to detail, organization, and clarity.

The specific details of my teaching abroad handbook product is that it will include full details of my experiences, interviews of other international teachers, comparisons of interviews, reflections on interviews, and details of the passport and work visa application process. My preliminary bibliography is included on the next page.

Personally, I cannot wait to begin on my honors project in order to gain a greater understanding of teaching abroad. I hope that my handbook and reflection will prove to be helpful to future honors students with similar interests.

## Preliminary Bibliography

Embassy of the United States. *Visas to japan for americans*. Retrieved from:

<http://japan.usembassy.gov/e/acs/tacs-7108b.html>.

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[http://portugal.embassyhomepage.com/portugal\\_visa\\_application\\_form\\_portugal\\_visa\\_service\\_portugal\\_hotels\\_lisbon\\_flights\\_portugal\\_travel\\_insurance\\_portuguese\\_embassy\\_uk.htm](http://portugal.embassyhomepage.com/portugal_visa_application_form_portugal_visa_service_portugal_hotels_lisbon_flights_portugal_travel_insurance_portuguese_embassy_uk.htm)

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from: <http://portgualposts.blogspot.com/?zx=5f4a54acde200618>

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[http://travel.state.gov/passport/get/get\\_4855.html](http://travel.state.gov/passport/get/get_4855.html).

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<https://www.usps.com/shop/apply-for-a-passport.htm>.