

2019 Course Syllabus

PDLL 480A

Global Seal of Biliteracy

Welcome to your Global Seal of Biliteracy aligned course. We're excited to have you share your bilingual journey with us, and explore your thoughts on what it means to transform yourself through language application.

The **PDLL 480A** course is designed to support language learners in using, reflecting, and building new strategies for implementing their second language skills in daily life. This course offers a platform to reflect and grow upon second language acquisition as it impacts your future. Depending on your Global Seal level ("functional" or "working"), **the work you develop in this course aligns to bilingual proficiencies at the [Intermediate-Mid](#) or [Advanced-Low](#) levels inspired by ACTFL levels.** Our overall mission is to have you reflect and explore the significance of how your native language and second language application plays a part of shaping your identity.



GLOBAL SEAL OF BILITERACY

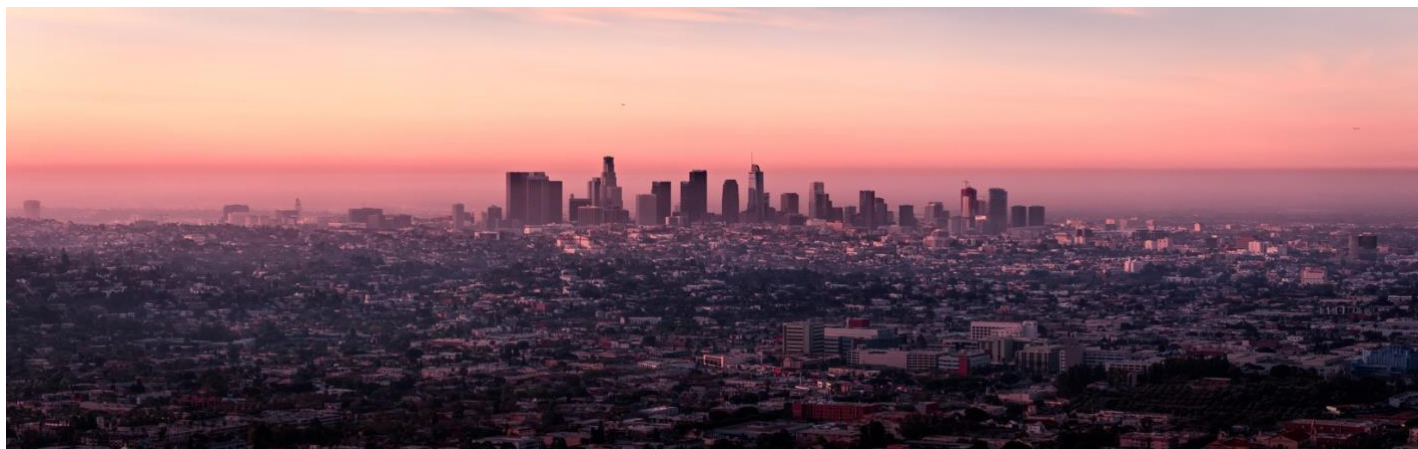
Depending on the Global Seal you received, you have a 3-credit or 6-credit option for this course. The 3-credit version is for students who received a "Functional Fluency" Global Seal, where the 6-credit version is appropriate for students who received "Working Fluency" as defined by The Global Seal of Biliteracy.



- Both credit versions are self-paced and open to you for an 8-week term that YOU select upon registering
- You will have an official SNHU course instructor who helps inspire and motivate you along the way
- Your course can be accessed ANYWHERE and ANYTIME to work around your busy schedule

COURSE GOALS →

- Provide evidence of second-language fluency via testing or academic graduation credentials to the Global Seal of Biliteracy organization
- Reflect on the importance of bilingualism/multilingualism in our world today
- Assess the personal impact of language learning on the individual in daily life
- Investigate the contextual power of language
- Present the unique significance of using non-native language skills



COURSE OUTLINE →

Throughout your own pacing over the 8-weeks of the course, you will work through Five (5) Course Modules. We recognize you already put in a *tremendous* amount of work developing your second-language skills and having them formally assessed, so this course was developed to take all your hard work into consideration. It is recommended that you complete one module before starting the next. Take note that descriptions below in **BOLD type** refer to the additional work of the 6-credit course option.

*You must register for a credit option (3 or 6) before you start the course. This cannot be changed after you are officially enrolled.

Module 1

- Submit evidence (your Global Seal Serial Number) of your Global Seal of Bilingualism at one of two levels:
 - Functional Fluency (Intermediate-Mid), for the 3-credit option
 - Working Fluency (Advanced-Low), for the 6-credit option
- Crafting a short description of what your second language acquisition journey was like, will be required.

Module 2

- Complete a “Language Learning Inventory.”
 - This digital questionnaire will ask you to self-assess your second language acquisition history and impact on what you perceive about the language acquisition process. Based on your responses, you will be able to briefly reflect on your own knowledge in a meaningful way.
 - **SIX (6) CREDIT Students: If you registered for six (6) credits, you will take your questionnaire to a higher level of processing and provide greater detail on your language learning journey.**
 - **You will be expected to address higher order thinking questions that match your ‘Advanced-Low’ language competencies.**

Module 3

- Interview Assignment: Empathy and Self-Awareness
 - Imagine you are about to be interviewed in a non-native language (i.e., the language you tested to receive the Global Seal, for example).
 - Construct five (5) questions you could reasonably discuss in another language, and explain why/why not you would be able to explain the answers to the questions as fully, clearly, and meaningfully as you would in your native language.

- **Empathize:** Consider the implications of how you best express yourself—with all the nuances, detail, personal touches, and cultural references you could casually describe in your native language. How do those differ if you were responding to the interviewer in your native language? How would that experience make you feel?
- **SIX (6) CREDIT students are expected to describe this experience in elevated detail.**

*Activity inspired from [Peace Corps](#) curricula

Module 4

- You will review assigned videos and readings that contextualize bilingualism and offer a foundation for your summative reflections in the next module.
- Develop further contextual understanding of the power of language bi/multiliteracy.
 - Readings
 - Select two from [Academics & Bilinguals: Cognitive Benefits](#)
 - Select two from [Economy, Bilingualism & the Workforce](#)
 - Videos
 - [“Benefits of a Bilingual Brain”](#) by Mia Nacamulli
- Read, Watch, and Enjoy!
- **SIX (6) CREDIT students discover and share five new meaningful resources that demonstrate the importance, significance, and/or power of bi/multilingualism. You should make a short, clear argument for why each source you find is important, significant, or powerful as it relates to your bi/multilingualism skills.**

Module 5A (Three and Six Credit Students)

- Submit learning evidence (written document) for the following two assignments:
- **(Reflection #1) Reflect on the importance of bilingualism and/or multilingualism in today’s world as it impacts the collective (everyone’s) future.**
 - You should consider the following formative questions and areas of reflection based on your opinion and experience. See rubric for more information:

How does the acquisition of another language impact our world?

In what ways might bi/multilingualism shape national or global policies as we become more globalized as a nation?

What are the kinds of opportunities that bi/multilingualism might afford people in the future?

Does bi/multilingualism impact the economy in any interesting ways that you can think of?

- Global significance
- Role of bi/multilingualism in your world
- Future building (SIX Credit students only)
- Social Development (SIX Credit students only)

- **(Reflection #2) Reflect on how second language acquisition has impacted your learning, self-transformation, and future professional opportunities.**

- You should consider the following formative questions and areas of reflection based on your opinion and experience. See rubric for more information:

How does bilingualism impact you as an individual?

How does (or will) bilingualism help empower you or shape your identity?

How does bilingualism add to your cultural knowledge or global awareness?

- Personal growth
- Self-efficacy and empowerment
- Future/Current Career Shaping
- Cultural Depth

Module 5B (Six Credit Students Only)

- Pick a career (i.e. a specific job or pathway) and submit a 2 – 3min video (or 1-page document) of you describing how bilingual/multilingual skills could benefit that career over only being able to speak one language.
- All careers are a little different, but you should consider the following formative questions and areas of reflection based on your opinion and experience. See rubric for more information:

How could your skills support your customers, colleagues, or students?

How might your skills build the business, organization, or industry differently?

- Future personal use of skills
- Power of second language in career development

Instructional Methods and Delivery →

Instruction in the course will allow for students' self-guided inquiry, language skills exploration, and instructional prompts in preparation for their summative reflection(s). The course will be offered online, for students to access from anywhere on an SNHU selected LMS.

At culmination of this course, students will have a comprehensive reflection demonstration of their formative and summative assignments that share expresses language learning, experiences preparing for their Global Seal assessment test (personal, academic, and/or professional), and ideas for real-world application of their newly validated skills.

Points Breakdown

Module 1 – Score Submission and Language Acquisition Journey	10pts
Module 2 – Language Learning Inventory	10pts
Module 3 – Interview Assignment	10pts
Module 4 – Readings and Video Confirmation	5pts
Module 5 (A / B) – Summative Reflections	65pts
Total	100pts

Assessment and Evaluation Rubrics →

Reflection #1 – Module 5A

<i>Summative Reflection One – Significance of Bi/Multilingualism in Today's World</i>	Proficient	Needs Development
Global Significance (3 credits) (6 credits)	Student describes examples of the significance of bilingualism in the context of local, national, or global development.	Student does not effectively describe the significance of bilingualism in the context of local, national, or global development.
Role of Bilingualism in Your World (3 credits) (6 credits)	Student connects their language skills in the context of the world around them—diverse environments, groups, and/or systems. They consider the impact their bilingualism might have on others.	Student has difficulty making connections between their language skills and world around them (diverse environments, groups, and/or systems). They do not clearly consider how their bilingualism may impact others around them.
Future Building (6 credits only)	Student is able to explain how multilingualism helps shape the future in creative and significant ways.	Student does not clearly or creatively explain ways in which multilingualism helps shape the future.
Social Development (6 credits only)	Student conveys thoughts about bilingualism's ability to deepen social systems and bridge boundaries in society.	Student is unclear in providing examples and thoughts about the ways in which bilingualism has the ability to deepen social systems and bridge boundaries in society.
Articulation and Organization (3 credits) (6 credits)	Student clearly articulates their thoughts in the submitted medium. Their thinking is organized and intentionally constructed.	Student has significant difficulty articulating their thoughts in the submitted medium. Their thinking is not organized and/or does not seem intentionally constructed.

Reflection #2 – Module 5A

<i>Summative Reflection Two – Bi/Multilingual Impact on Personal Transformation</i>	Proficient	Needs Development
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Personal Growth (3 credits) (6 credits)	Student vividly explains the personal transformations that take place when acquiring (or learning) a second language. They are able to clearly articulate examples of how second language use has impacted their life in meaningful ways or their identity.	Student has difficulty explaining the personal transformation(s) that take place in developing and applying second language acquisition. They are not able to clearly articulate examples of how second language has impacted their life in a meaningful way.
Self-Efficacy and Empowerment (3 credits) (6 credits)	Student discusses in details their perception of self-worth in the context of their bilingualism. Student conveys a clear understanding of the ways in which bilingualism impacts their ability to be an empowered individual in an increasingly globalized world.	Student does not clearly discuss their perception of self-worth in the context of their bilingualism. Student shows significant gaps in conveying their understanding of how bilingualism impacts their ability to be an empowered individual in an increasingly globalized world.
Future/Current Career Shaping (6 credits only)	Student is able to hypothesize about their current/future application of bilingualism as it relates to their professional life.	Student did not clearly hypothesize their current or future application of bilingualism as it relates to their professional life.
Cultural Depth (6 credits only)	Student shares their understanding of how bilingualism adds to depth of cultural knowledge as a global citizen.	Student does not share their understanding of how bilingualism adds to their depth of cultural knowledge as a global citizen.
Articulation and Organization (3 credits) (6 credits)	Student clearly articulates their thoughts in the submitted medium. Their thinking is organized and intentionally constructed.	Student has significant difficulty articulating their thoughts in the submitted medium. Their thinking is not organized and/or does not seem intentionally constructed.

Reflection #3 (For 6 Credit Students Only) – Module 5B

<i>Career Building: Describe plans for future use of the new language in a specific career.</i>	Proficient	Needs Development
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Future Personal Use of Bilingual Skills (6 credits only)	Student clearly explains their plans in the target language. They are able to clearly articulate examples of they use or will use their second language in meaningful ways.	Student has difficulty explaining the personal transformation(s) that take place in developing and applying second language acquisition. They are not able to clearly articulate examples of how second language has impacted their life in a meaningful way.
Power of Second Language in Career Development (6 credits only)	Student describes with elaboration and detail their future plans with a variety of vocabulary as it could impact their career or industry. Sentence structure (text-type) and is varied and complex and demonstrates control of language. Their thinking is organized and intentionally constructed.	Student describes their future plans with simple sentences and repetitive vocabulary. Student shows limited ability to control language, describe or enumerate plans. Their thinking is not organized and/or does not seem intentionally constructed.
Articulation and Organization (6 credits only)	Student clearly articulates their thoughts in the submitted medium. Their thinking is organized and intentionally constructed.	Student has significant difficulty articulating their thoughts in the submitted medium. Their thinking is not organized and/or does not seem intentionally constructed.