Southern New Hampshire University

PDLL 480A – LANGUAGE & CULTURAL FLUENCY

Course Information			
Instructor:	SNHU Adjunct Instructor		
Gap Program Coordinator at SNHU:	Kelsea Moulton efcredit@snhu.edu	**Phone:**	802.489.5080
Course Site Location:	Online		
Course Meeting Dates:	This is 3-credit undergraduate level course is designed to be an 8 to 16 week class depending on the pacing of the student.		
Course Meeting Times:	Asynchronous course centered on reflective practices in online journals and submissions.		
Course Prerequisite:	Registered for EF Gap Year or EF Gap Semester Program		

Course Description

As part of an extensive international immersion experience, students will develop and execute ethnographic research to investigate cultural values in a new cultural context. Students will further develop on their language skills through reflection of their immersion and in-depth study while traveling with EF. Through reflective journal documentation and a summative reflection, students will be empowered to cultivate their cultural competency skills and develop a deeper understanding of self within a global context.

Through this guided self-directed cultural study, students will develop and execute an ethnographic and language summative reflection of their own creation. Critical tasks will incorporate both design and implementation of a reflection project by investigating cultural values through observation, artifacts, experiences, and /or interviews. In addition to ethnographic study, students will further develop their cultural competency and language skills through immersion. Through reflective documentation, students will identify personal strengths, transferrable skills, and career-interests that may influence their future orientation.

In this undergraduate-level course, processes involved in observation, research and reflection are stressed, practiced and related specifically to students' experience as part of an extensive international immersion experience.

Course Overview

This course examines intercultural learning through language, observation and navigation of new social contexts. Students will investigate what modes of learning are employed in the process of language acquisition and reflect upon personal goals and progress towards language skills. Students will create personal reflections to hone their research and analytical skills as it relates to their cultural and language acquisition journey. Students will have the opportunity to observe, research and reflect on what they are discovering in a new cultural context. Through observation, research and reflection, the relationship between personal and cultural identity will be explored.

The goal of this course is to provide students with the knowledge and skills to effectively navigate new linguistic and cultural contexts, while developing their skills in observation, research, and reflection.

Areas of focus will include: 1) observations of key tenets of personal and cultural identity; 2) ways to evaluate continuous learning progress including reflective documentation and discussion; 3) demonstration of inquiry and formative reflection, and 4) a summative analysis of their personal growth, goals, and understanding of cultural identity.

Course Essential Questions

During this course, we will explore the following questions:

1. What do your language assessment scores show about your proficiency in a language? What skills are employed in language learning?
2. What does your non-native language acquisition tell you about the culture around you?
3. How does language impact how we navigate in the world?
4. How might personal interests inform your discovery of broader cultural themes? What are the ways in which ethnographic research skills assist you to uncover the culture around you and your response to it?
5. What new discoveries have you made as a result of your language and cultural immersion learning?

Course Objectives

During this course, it is expected that the class will have specific learning goals and objectives to suggest. Students will have an opportunity to develop collective and individual objectives to help extend learning and development through individual and collective observation, research and reflection.

In order to achieve success in this course, participants will demonstrate their understanding of the following:

- **An Exploration of Self as it Relates to Cultural Studies**

- **Ethnographic Research Skills**

- **Cultural Competency**

- **Language Acquisition**

- **Future Skills Development**

Reflection Area #1
Self-Reflection: Share your Learning Story • What interests inspired you to pursue a Gap year experience? • How do you learn best? • What goals do you have for your learning?

Reflection Area #2

<u>Applied Research: Photography</u>

- In what ways do you show preference or cultural values when you take a picture?
- What happens when you shift your focus and/or remove your personal "filter"?
- What does the subject of our photographs say about our cultural values or how we view the "other"?

Reflection Area #3

<u>Research Design: Ethnography</u>

- How does one develop an ethnographic research inquiry?
- How do ethnographic observations tie to greater cultural trends or norms?
- Where does research take place?
- Who is impacted by research and how can the researcher behave ethically?

Reflection Area #4

<u>Research Application: Ethnography</u>

- How does cultural identity manifest in language and customs?
- What elements of culture can be observed?
- Where are the best places to participate in research?

Reflection #5

<u>Research Reflection: Ethnography</u>

- What have you learned about yourself through this process?
- How might you tie your observations to broad trends or customs?
- How did your thinking progress through the research planning and implementation stages?

Assessment and Evaluation Criteria: (See Course in Brightspace)

In this undergraduate-level course, processes involved in observation, research and reflection are stressed, practiced and related specifically to students' experience as part of an extensive international immersion experience.

Specific formative assessment and evaluation activities that build toward their summative reflection include:
- reflective journal documentation
- planning and implementing ethnographic research while traveling
- analysis of experience and reflection upon findings in relation to broader cultural meaning

Participants will be reviewed in a progress monitoring assessment system that will follow the course objectives. All course activities will be used to assist participants in providing evidence for personal and peer reflections in analyzing performance in the course.

Grading Policy

The SNHU Division of Special Programs and Advanced Studies feels strongly that the learning occurring in each class is individualized and that assessment should occur based on each individual's ongoing improvement and progress. Evidence for that progress is therefore determined based on regular self and instructor assessment throughout the varying activities and reflections during the course and outside the class while you travel with Education First. Engagement in course materials and reflections is very important in order to provide that evidence of continual learning.

Attendance Policy

A great deal of the learning in this course will occur asynchronously as a result of the implementation of constructivist teaching and ongoing self-reflection. Although there will be no scheduled class discussions, you will be accountable for submitting assignments, connecting with your instructor as needed, and communicating your learning. Planning ahead by looking at the activities within each module on the Brightspace platform and prioritizing your coursework is mandatory. However, emergencies do happen, and, in the very rare cases they occur, immediate communications with your instructor to determine how to proceed are required.

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The SNHU Copyright Policy can be accessed from the Shapiro Library's Copyright LibGuide at http://libguides.snhu.edu/content.php?pid=5411. Questions regarding copyright may be addressed to the Dean of the University Library.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Students involved in such activities are subject to serious disciplinary action. Plagiarism is defined as the intentional or unintentional use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations, or written assignments from any source not approved by the instructor.

For a full definition of academic dishonesty, please refer to the undergraduate or graduate catalogs.

Disability Services - ADA/504 Compliance Statement

Southern New Hampshire University is committed to and concerned with meeting the needs of students challenged by physical, sensory, psychiatric and/or learning disabilities with regard to the Americans with Disabilities Act (ADA), as amended, and Section 504 of the 1973 Rehabilitation Act. At the beginning of each term, or as soon as you become aware of a disability, we encourage you to contact the Office of Disability Services to discuss accommodations for which you may be qualified.

For questions concerning support services, documentation guidelines, or general disability issues:
Office of Disability Services, Exeter Hall, Suite 59 Hyla Jaffe, Director
603.626.9100 ext.2386 h.jaffe@snhu.edu

For questions concerning disability related compliance matters, grievance or legal issues: Ms. Jet Goldberg, ADA/504 Compliance Officer
Director of Wellness Center
603-645-9679 j.goldberg@snhu.edu

Library Resources

In addition to the intellectual resources available on site and online (http://www.snhu.edu/library), Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socio-economic issues that are inherent in scholarly investigation.