



Southern
New Hampshire
University

Learning Beyond the Classroom: Travel Course

PDGC 500ID - Southern New Hampshire University

Instructor: Mellissia Walles, M.Ed

Email: mwalles@idiomaconsulting.com

This syllabus serves as a contractual agreement. Participation in this seminar means that you agree to the items stated in the syllabus. The Instructor reserves the right to revise the syllabus as necessary. The student is responsible for being informed of any revisions.

Course Description

This *Learning Beyond the Classroom: Travel Course* provides K-12 teachers an opportunity to earn graduate credit or professional development for the development of a travel program or personal travel overseas. The purpose of this course is to document the process, reflect on the experience and develop curricula to integrate into the classroom in order to address problems that connect to important world issues. Coursework may be submitted in English, Spanish, French, Chinese, Portuguese, German, or Italian.

Credits/ PDPs

Three (3) Graduate Credits

The transferable graduate credit option at Southern New Hampshire University (SNHU) lets you transfer college credit to the university or matriculating degree program of your choosing. This credit is generally accepted at all accredited universities, pending its approval.

Course Time Frame

Teachers have up to 3 months to complete the course from the time of registration.

Course Outcomes

By the end of the course, participants will be able to:

1. Apply critical thinking skills and academic knowledge to develop effective travel programs and curricula
2. Increase cultural enrichment throughout direct contact with the culture, government, history, geography, religious, art and music of the foreign country
3. Acquire an appreciation for other cultures.



Textbook

There is no assigned textbook for this course. Instead, the instructor will post PDF readings and provide relevant web links for class participants in each week's learning module folders.

Participant Expectations

In an online learning environment, participants must be highly motivated individuals who can plan and execute all course expectations. For this course, participants will:

1. Review the syllabus.
2. Complete and reflect upon all assigned readings prior to departure.
3. Complete all pre-departure materials.
4. Keep a journal or blog of their travel and experiences.
5. Complete and submit all post-travel assignments and activities.

Technology Requirements

1. A computer, speakers, and Internet Access
2. Firefox or Safari are recommended
3. Idioma's Schoology Learning Management System
4. It is your responsibility to have access to these requirements and to know how they work.

Submission of Coursework

All assignments will be submitted electronically on or before the indicated due date on the syllabus.

Assignments must be submitted on time unless you have a documented personal emergency or special permission granted by the instructor prior to the due date.

Accommodations

If you have any learning challenges, please notify the instructor by the end of the second class meeting so proper accommodations can be made.

Academic Honesty

All students are reminded that academic dishonesty is unethical and contrary to the values of this program. Any student who does not submit their original work will be subject to a failing grade for this course. No refunds or credits towards future courses will be given under these circumstances.

Assessment

Grades will be based on the timely completion and quality of completed assignments relating to the published criteria as well as thoughtful participation in class activities.

Grading

<i>Assignments</i>	<i>Percentage of Grade</i>
Pre-departure Assignments	30%
Travel Journal/ Online Blog	20%
Curriculum development	40%
Final Reflection	10%

Pre-Departure Assignments (30%)

Discussion Boards are used to focus on one topic in a way that develops and supports greater understanding of students' opinions and responses that produce lively exchanges. Participation in the discussion board is mandatory. Please, plan your schedule accordingly. I expect you to log onto this course web site several times each week and spend devoted *hours* each week on course work. In order to receive a complete grade for your participation, you must complete the weekly assignment on the discussion board by the due date. Remember that we are here to learn from each other and to share our thoughts and ideas.

Travel Journal or Blog (20%)

Travel Journals are reflective thoughts and integrate personal reflections with the course material. Journals/Short Essays serve as a way to check student understanding of course material and track the learning experience. Your Journal should include a log of places you visited and the amount of time spent at each location: museums, exhibits, market places, historical landmarks, national parks, schools, etc. You may include photos, videos or copies of realia to journal your experience. This blog should be reflective and include a detailed description of your learning experience.

Curriculum Development (40%)

Each student has the responsibility to complete level-appropriate lesson plans according to ACTFL's Curriculum Framework and that is connected to specific content from the travel program. You will design activities with the material we have covered throughout the course that you plan to incorporate in your classes.

Final Reflection: (10%)

The final reflection incorporates a self-assessment and analysis of the learning that has occurred as a result of their participation in this course. Participants will be expected to demonstrate how this course has impacted their learning, teaching, personal and professional growth as well as how they intend to apply this learning in other contexts.

<i>Letter Grade</i>	<i>Numerical Equivalent</i>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
F	0-72

Class Conduct

Learning best occurs in a supportive and respectful atmosphere. It is expected that you conduct yourself in a responsible manner.

Academic Honesty Policy

All students are required 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.

Students with Documented Disabilities

Disability Services - ADA/504 Compliance Statement

All instructors are 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) 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 instructor to discuss accommodations for which you may be qualified.

Course Schedule/Overview

<i>Module</i>	<i>Topic</i>	<i>Assignments & Work Products</i>
1	Introductions & Overview	Video Viewings/recordings Presentational Discussion board - Introductions
2	Pre-Departure Research, Planning and Organization	Interpretive assignments - Readings Discussion Board - Planning and research discussion Reflective Journal - Outline Travel Agenda
3	Documentation	Experiential activities - Document experience through your travel journal/online blog - Include date, and title in addition to time spent at each of your experiences
4	Preparing and Developing Capstone Project (Unit Plan)	Learning Activities & Application - Collect materials, realia, and photos related to capstone theme Discussion Board Presentational assignments Capstone Project - Create a level-appropriate unit plan according to ACTFL Curriculum Frameworks
5	Reflection	Discussion Board - How their travel impacted their learning, teaching, personal and professional growth as well as how they intend to apply this learning in other contexts.



Rubric for Pre-Departure Assignments

The quality of your participation will be worth a percentage of your total course grade as indicated in the course grade section. To excel in this evaluation, participants should:	Points
● Consistently using grammatically correct posts (Best effort!)	____ /5
● Consistently post topics related to the discussion topic; cite additional references related to the topic when applicable	____ /5
● Express ideas and opinions in a clear and concise manner with obvious connection to the topic	____ /5

Rubric for Travel Journal

Participants should complete journal entries during this course. These journals will allow participants to reflect on different themes and experiences.	Points
● Complete a Daily Journal of experiences; including time spent and activity performed.	____ /5
● Make connections to your experiences	____ /5
● Supports journal entry by integrating photos, videos, realia or examples to share with others.	____ /5

Rubric for Unit Lesson Plan Project

This project is meant to:	Points
● highlight your learning during this course.	____ / 10
● apply the ACTFL Standards to a unit of study.	____ / 10



Rubric for Final Reflection Essay

This reflection is designed to develop your ability to draw on previous knowledge and experience, collaborate with others, and address problems that connect to important world issues.		Points
● highlight your learning during this course.		____ / 10
● apply the ACTFL Standards to a unit of study.		____ / 10