| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact: Students will generate research questions based on on-site discussion in Hollywood about Québécois French.  Evaluation Process: Students will answer one of the student-generated questions as a take-home question for Exam 1.  Minimum Criteria for Success: 80% of students will score 75/100 (C average) or better on take-home question; no student will score less than 60/100 (D- average).  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze the interconnections between historical events, political regimes, and linguistic changes that have led to the creation of different varieties of French around the world. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact: Socratic circle discussions on bilingualism in Senegal, the place of women in Senegal, and African decolonization after viewing *Xala.*  Evaluation Process: Evaluate if students can (1) identify perspective (knowledge), (2) subtle perspective (analysis), and (3) problem solve (synthesis) in the *Xala* Socratic circle discussions.  Minimum Criteria for Success: All students will be able to identify global perspective; 75% of students will show the ability for subtle perspective; 75% of students will show an aptitude for problem solving during the discussion.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze a complicated multilingual situation where French is spoken alongside other languages in terms of multiple cultural perspectives. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  Written reflections before and after visit to Little Haiti; on-site discussion in Little Haiti on language attitudes after excursion.  Evaluation Process:  Two essays on (1) what students expected to see in Little Haiti and (2) what they saw in Little Haiti with discussion of differences of perceptions.  Minimum Criteria for Success: 80% of students will score 75/100 (C average) or better on the second written reflection; no student will score less than 60/100 (D- average).  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an openness (and an ability to convince others to be open) to the cultural significance of language varieties other than standard metropolitan French (e.g., Quebecois French, Haitian Creole). |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |