| **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 among the Lusophone Countries. | Assessment Activity/Artifact:Students will generate research questions after attending lectures with guests from different Lusophone regions. Students will select two of the student-generated questions as a take-home assignment as part of Exam1.Evaluation Process:The quality of these responses will be evaluated by using a checklist containing ten most important points presented by the lecturers on the topic related to the questions selected by the student.Minimum Criteria for Success:The minimum required quality will be based on responses reaching 60% of the checklist items.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 among historical events, cultural differences and linguistic changes that have led to the creation of different varieties of Portuguese 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 that may occur among the Lusophone countries. | Assessment Activity/Artifact:Students will discuss their cultural impressions after watching films on the different cultural scenarios where Portuguese is spoken.Evaluation Process:Evaluate if students can (1) identify perspective (knowledge), (2) subtle perspective (analysis), and (3) problem solve (synthesis) in our discussions.Minimum Criteria for Success:Oral participation analyzing cultural and linguistic aspects pertaining to the variants presented.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 various scenarios where the Portuguese language is spoken as well as the multiple cultural perspectives of the correspondent countries. |
| **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 in the Lusophone scenario. | Assessment Activity/Artifact:Two essays on (1) what students consider to be the reason for the importance of the Brazilian variant in the Lusophone world (2) differences and similarities among the Lusophone cultures.Evaluation Process:The essays will be evaluated by means of a rubric.Minimum Criteria for Success:Knowledge/skills to understand relationships and connections leading to view the world from multiple perspectives.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 Portuguese. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |