

Syllabus Review Rubric: *Global Citizenship and Multicultural Understanding – Foreign Language*

Learning Outcome: Communicate effectively in more than one language.

Student Achievements	Foundational-level Course: Archetypal Syllabus Requirements	Integrative-level Course Syllabus Requirements
<p>1. Master basic reading, writing, listening, and speaking skills in a language other than English.</p>	<ul style="list-style-type: none"> • <i>Basic description of the approach, etc.</i> <ul style="list-style-type: none"> ○ <i>Identifies reading, writing, listening and speaking as elements of language-learning (with exception for no longer spoken languages such as Latin and Ancient Greek),</i> ○ <i>Establishes expectation that students demonstrate an understanding of written and spoken communication involving basic vocabulary and syntax in oral and written exchanges on simple subjects.</i> • <i>Course content</i> <ul style="list-style-type: none"> ○ <i>Identifies, on a week-by-week or chapter-by-chapter basis, the key grammatical structures to be learned and/or communicative situations to be explored</i> • <i>Student assignments</i> <ul style="list-style-type: none"> ○ <i>Identifies a range of tests and assignments which will evaluate students' proficiency with reading, writing, speaking and listening skills in the target language</i> 	<ul style="list-style-type: none"> • <i>Basic description of the approach, etc.</i> <ul style="list-style-type: none"> ○ <i>Course fulfills requirements listed for “foundational” courses, but focuses on using higher-level skills in reading, writing, listening and speaking to acquire and communicate knowledge and understanding on a variety of topics related to a specific academic discipline.</i> • <i>Course content</i> <ul style="list-style-type: none"> ○ <i>Identifies resources or type of resources to be used to gain knowledge of the relevant discipline in the target language</i> • <i>Student assignments</i> <ul style="list-style-type: none"> ○ <i>Identifies specific assignments (including written and/or oral presentations) in which target language is used as a vehicle of study and/or as a means of communication within the disciplinary context</i>

<p>2. Demonstrate an understanding of the particular cultures that shape and transmit the language.</p>	<ul style="list-style-type: none"> • <i>Basic description of the approach, etc.</i> <ul style="list-style-type: none"> ○ <i>Explains the relationship between language and culture, and the benefits of language-learning as a medium of cultural understanding</i> ○ <i>Identifies cultures where the target language is used</i> • <i>Course content</i> <ul style="list-style-type: none"> ○ <i>Identifies key cultural practices to be discussed</i> ○ <i>Identifies language-based media (i.e. film, television, songs, texts) which will be used to impart cultural awareness</i> • <i>Student assignments</i> <ul style="list-style-type: none"> ○ <i>Identifies assignment(s) where students are expected to deploy their cultural understanding of the target culture, where possible in the target language (whether through the production of spoken or written materials, or through the analysis of verbal or oral texts).</i> 	<ul style="list-style-type: none"> • <i>Basic description of the approach, etc.</i> <ul style="list-style-type: none"> ○ <i>Course fulfills requirements listed for “foundational” courses, but focuses on using knowledge of cultural perspectives, products and practices effectively in spoken and written communication about a given academic discipline.</i> • <i>Course content</i> <ul style="list-style-type: none"> ○ <i>Identifies key cultural issues or differences which inform the study of the academic discipline in question</i> • <i>Student assignments</i> <ul style="list-style-type: none"> ○ <i>Identifies specific assignments (including written and/or oral presentations) in which target language is used as a vehicle of study and/or as a means of communication for cultural knowledge or understanding within the disciplinary context</i>
---	--	--