

Global Learning Initiative

B.S.Ed. in Language Education – Modern Languages Department
Dr. Karina Collentine and Dr. Yuly Asención-Delaney

The purpose of this grant was to identify and develop curricular and co-curricular strategies that will help our education students achieve the learning outcomes of the program and incorporate the principles of global learning in their future teaching careers.

In this document we outline the global learning outcomes, the B.S.Ed learning outcomes (as approved by NCATE) that relate to global learning, the curricular and co-curricular strategies that will help students to achieve the outcomes, and the assessment tools to measure students' progress or achievement of the program outcomes.

B.S.Ed. Program outcomes:

a) Develop a variety of instructional practices and assessments that reflect language learning outcomes and address the needs of **diverse** language learners. (NCATE 3b, 5a, 5b, 5c)

Global learning objectives: Global engagement and diversity

Curricular Strategies:

Courses such as LAN 430 (Foreign Language Teaching Methodology), LAN 308 (Foreign Language Practicum), LAN435 (Second Language Acquisition), SPA 341 (Spanish Applied Linguistics – currently under curriculum review), ECI 495C (12 units of student teaching in Arizona or abroad) provide the skills and competencies required to develop lesson plans in which instruction is tailored to diverse students populations (e.g., different language proficiencies, ethnic backgrounds, disabilities, etc.). As some of these courses (ECI 495C and LAN 435) can be taken abroad, students can evaluate how diversity in the classroom is addressed in educational contexts in other countries.

Co-curricular Strategies:

Candidates can attend teaching workshops sponsored by the Arizona Language Association (AZLA) and by the NAU College of Arts and Letters Secondary Education Committee as well as volunteer as tutors locally and abroad. These activities help our students globally engage in understanding how diversity can be addressed in the classroom.

b) Analyze the structure and use of the language at the sound, word, sentence, and discourse level. (NCATE 1b)

Global learning objective: Translingual

Curricular strategies:

The B.S. Ed program includes two courses (SPA 340 – Introduction to Spanish Linguistics and SPA 460C - Spanish Translation) that prepare students to perform linguistic analysis, help them increase their proficiency in the language, and later incorporate linguistic principles into their teaching.

Co-curricular strategies:

Every semester, candidates have the opportunity to attend capstone project presentations by the graduate students in the Master of Arts in Teaching Spanish program and sabbatical presentations that involve linguistic analysis.

c) Summarize different linguistic features observed in different dialects in terms of the impact of historical change and geographical and social variables. (NCATE 1c)

Global learning objective: Translingual, transcultural, diversity

Curricular strategies:

Our program requires that candidates complete SPA 340, a linguistics class that discusses the different varieties of Spanish in Spain and in the Americas and the variables that shape the linguistic features of such varieties, e.g., history, social factors.

Co-curricular strategies:

Every semester, candidates have the opportunity to attend capstone project presentations by the graduate students in the Master of Arts in Teaching Spanish program and sabbatical presentations that involve sociolinguistic variation. Other events around campus such as the ones organized by Latin American Studies and the Martin Springer institute and the International Film Series contribute to students' understanding of the impact of geographical and social variables in how people speak the varieties of a language.

Other students have also volunteered in projects like Dr. Shairer's transcription of oral stories from different countries in Latin America.

d) Recognize, investigate, and interpret critical issues from cultural texts that represent historical and/or contemporary works and integrate the cultural framework (i.e., the connections among the perspectives of a culture and its practices and products) into their instructional practices. (NCATE 2a, 2b)

Global learning objectives: Transcultural and translingual

Curricular strategies:

Several courses taken at NAU (e.g., SPA 405 – Civilization of Spain and SPA 406 – Civilization of Latin America) and abroad (SPA 323, SPA 423) allow students to recognize, investigate, and interpret a variety of issues from cultural texts. Other courses more pedagogical in nature such as LAN 430, LAN 308, and ECI 495C provide students with opportunities to integrate the issues and the cultural framework into their instructional practices.

Co-curricular strategies:

Activities around campus such as events organized by the College of Arts and Letters International Film Series, Latin American Studies, Martin Springer Institute the Foreign Language Teachers of Northern Arizona Club, Hispanic groups (e.g., Hispanic Heritage Month), Department of Modern Languages (e.g., Conversation tables), and the Master of Arts in Teaching Spanish capstone presentations provide opportunities to learn about social and cultural issues and about how diversity impacts the interpretation of such issues and their solutions.

Other experiences include attending conferences and workshops sponsored by AZLA, our regional association of language teachers, and community cultural events related to the target language (e.g., Day of the Death at the Museum of Northern Arizona).

e) Analyze cultural, visual and literary texts and produce written discourse to demonstrate understanding of the connections among the perspectives of a culture and its practices and products as evidenced through a paper whose topic deals with any aspect of culture, history, art, environment/sustainability, politics or architecture (NCATE 1a, 2b)

Global Learning Objectives: Global engagement, diversity, sustainability, transcultural, and translingual

Curricular strategies:

Students have the opportunity to analyze texts and produce written discourse in order to understand aspects of politics, society, environment/sustainability from different cultural perspectives in courses such as SPA 304W, 351, 352, 353, 354, 404, 405, 406, 451C, 452C, and in coursework abroad (SPA 323, SPA 423).

Co-curricular strategies:

Besides the events around campus already mentioned, students can investigate and learn about different cultural, sociopolitical, and environmental/sustainability

issues by participating in community projects (as the one advertised in www.green.nau) or presented in the environmental caucus at NAU.

Understanding about the interconnectedness of experiences from different cultures and issues in other communities can also be promoted by studying and volunteering in projects/internships abroad.

f) Demonstrate a high level of proficiency in the target language (e.g., Spanish), and seek opportunities to strengthen their proficiency (NCATE 1a)

Global Learning Objectives: Translingual and transcultural

Curricular strategies:

All coursework throughout the program as well as the coursework completed abroad contribute to improving candidates' proficiency.

Co-curricular strategies:

Other opportunities to improve proficiency include participating in the language conversation tables on campus, cultural activities while abroad, tutoring at Killip School and at Puente de Hozho Magnet School, in events organized by the Foreign Language Teachers of Northern Arizona Club, MECHA (Chicano Student Movement), and the Hispanic Honor society.

g) Integrate knowledge of other disciplines (e.g., world environment and sustainability) into foreign language instruction and identify distinctive viewpoints accessible only through the target language. (NCATE 2c)

Global Learning Objectives: Global engagement, sustainability and diversity

Curricular strategies:

Candidates develop lesson plans where content from other disciplines (e.g, art, sciences) is taught through the second language in courses such as LAN 430, LAN 308, LAN 435 (at NAU or abroad), and in ECI 495C (in Arizona or in American schools in Europe in the DoDDS program). They also could expand their knowledge of other disciplines while studying abroad (SPA 323, 423) and deliver content through the perspective of the target culture. For example, in one of the projects of LAN 435, candidates design a lesson including lesson plans, activities, and assessments on sustainability issues in a Latin American country or in a Spanish-speaking community in Arizona or the United States.

Co-curricular strategies:

Content to be used in their lessons could be investigated or experienced by participating in community projects as the one advertised in www.green.nau or presented in the environmental caucus at NAU, or volunteering in projects/internships abroad.

h) Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice. (NCATE 6a)

Global Learning Objectives: Global engagement, transcultural and translingual.

Curricular strategies:

Candidates become aware of the importance of participating in professional development activities where they can learn about other colleagues' approaches to language learning through tasks in LAN 430 and LAN 435 where they are required to participate in conferences and events organized by teachers for teachers.

Co-curricular strategies:

As part of their professional development, candidates can also seek opportunities to teach or tutor locally and abroad, attend teaching events at the local (PEAKS conference organized by the English Department, Undergraduate Symposium), regional (AZLA conference), national (American Council on the Teaching of Foreign Languages conference), and international levels (American Association of Teachers of Spanish and Portuguese). The use of technology (e.g., internet and social networks) also facilitates the exchange of teaching experiences with language teachers in different countries and of different languages (e.g., TESOL's Electronic Village Online, online mini-courses from Center for Applied Linguistics, webinars, etc.).

Assessment of Global learning outcomes during the program:

As most of our learning outcomes already include the global learning objectives, assessment tools are already in place to measure the attainment of such learning outcomes. Assessment tools include:

- a) lesson plans, standard-based unit of instruction, and professional development log in LAN 430, LAN 308
- b) teaching philosophy in LAN 435
- c) teaching portfolio in ECI 495C
- d) class projects in SPA 340, 341, 460C, LAN 435

- e) final essays in 304W, 323, 351, 352, 353, 354, 404, 405, 406, 423, 451C, 452C
- f) the Oral Proficiency Interview (standardized exam administered by Language Testing International and the American Council on the Teaching of Foreign Languages – ACTFL).

We include, by way of example, one of the projects for our LAN 435 course, Mini Project #6 and include the rubrics for its evaluation.

Mini Project #6: Language learners do not learn the language in isolated contexts; they usually need the L2 to learn content in different disciplines. Content learning through a second language allows them also to establish comparisons between the L1 and the L2 culture. Taking into account these premises, design a lesson plan about a sustainability issue in an L2-speaking community. The lesson should include comprehension, production, and vocabulary activities in which the content (i.e., sustainability) is addressed in the L2.

In order to develop your lesson plan, you should follow these steps:

- a) Identify the sustainability issue in the L2-speaking community you are going to address in your lesson plan. Some possible topics are: Recycling, carbon footprint, environmental education, impact of climate change in the community, transportation issues and their impact in the environment, L2 speakers' knowledge/awareness/attitudes about environmental issues – how this knowledge varies in relation to different variables (e.g., location –rural vs. city; socio-economical class, gender, age), renewable energy, farming or agricultural methods, natural medicine, conservation of natural parks or areas, food supply, water supply and quality, air quality, etc.
- b) Carry out library research about the sustainability issue. How is the issue address in the L1 culture? This research could be part of a project you complete in SPA 303, 304W, 404, 405, or 406 or part of this course, but it needs to be included with this mini project.
- c) Carry out field research about the sustainability issue in the L2-speaking community. Interview, survey, observe, attend talks, and/or participate in sustainability projects or initiatives in the L2-speaking community. This field research can be carried out locally (projects/initiatives/groups/organizations in schools (e.g., Killip) or communities (Sunnyside) with Latino populations in Flagstaff, or abroad (e.g., summer LAN435 course in Cuernavaca, field trips to Spanish-speaking countries with other NAU groups, e.g., Forestry International Course, or regular study abroad semester-programs). This field research needs to be included with this mini project.
- d) With the compiled information, design your lesson plan by detailing the content and language learning objectives for the lesson and different activities to achieve the learning outcomes. Consider the learners' level of proficiency, background knowledge about the topic, and resources available in the learning context. Use authentic materials (e.g., readings, recordings, videos) gathered during your field research as input for language and content development. Be sure to follow the format for MODL lesson plans. To be accomplished in LAN 435.

* The product of this project is to be included with the other mini-projects in LAN 435; however, the process of researching and collecting data and authentic materials about the issue could be initiated semesters before taking LAN 435. BSEd students can carry out their library and/or field research when going abroad, or in NAU courses such as SPA 303, 304, 404, 405, or 406 or courses in other departments.

Assessment: Rubric to assess the mini-project:

LAN 435 – Mini-project 6: Content (Sustainability) Lesson Plan Evaluation

Name: _____ Date: _____

Topic: _____

Learning outcomes for mini-project project #6:

Criteria	1 = Needs improvement	2 = Satisfactory	3= On Target
Process and product show that the student understands the scope of an environmental sustainability issue in local and global terms.			
Process and product show that the student critically reflect upon necessity of diversity in the interpretation of human activities.			
Process and product show that the student demonstrates an understanding of the interconnectedness and interdependence of the human experience on a global scale.			
Product shows that the student develop instructional and assessment practices that reflect his/her understanding of different levels of proficiency, ages, ethnic groups, and the goal areas and standards for foreign language learning.			
Product shows that the student includes knowledge from other disciplines into language			

instruction			
Product shows that the student integrates the cultural framework for foreign language standards into their instructional practices.			
Total (18):			

Process – During the learning experience, the student:

Criteria	1 = Needs improvement	2 = Satisfactory	3= On Target
Engages in research about the sustainability issue in the L1 community (evidence: essay).			
Engages in research about the sustainability issue in the L2 community (evidence: report).			
Participates in projects/initiatives in the L2 community related to the sustainability issue.			
Uses research to develop materials and activities appropriate for the lesson plan.			
Uses research to include information in the lesson that promotes comparisons between the L1 and the L2 cultures.			
Uses research in the lesson to promote students' awareness about a sustainability issue.			
Uses research in the lesson to promote students' actions to learn more about the issue and/or participate in projects or initiatives related to the issue.			
Total (21 points):			

Product - Lesson Plan incorporating sustainability content

Criteria	1 = Needs improvement	2 = Satisfactory	3= On Target
Includes information about students' level and context.			
Language and content learning outcomes are observable and measureable.			
It addresses different standards, integrates knowledge of other disciplines into foreign language instruction, and identifies distinctive viewpoints accessible only through the target language.			
Includes and provides details about appropriate activities for each stage of the lesson.			
Content on local sustainability issue is thorough, in-depth, and accurate.			
Includes appropriate assessment activities.			
Total (18 points):			

Product – Activities and materials

Criteria	1 = Needs improvement	2 = Satisfactory	3= On Target
Includes activities that activate students' background knowledge about the topic.			
Includes activities that provide the L2 vocabulary and grammar needed to aid comprehension of content and production.			
Includes authentic material in the L2 related to the topic.			
Includes activities that address the practices, perspectives and products of the L2 culture as it relates to the sustainability topic.			

Includes learning tasks that engage students in active learning or application of the new knowledge.			
Total (15 points):			

MODL BA Team Report: Global Learning Recommendations Implementation Grant, Summer 2010

Team Members: Bernd Conrad, Patricia Frederick, Astrid Klocke
Date of Report: September 14, 2010

Summary

This is the report of a pilot initiative for implementing the Global Learning Recommendations at NAU. A faculty team from the Department of Modern Languages worked during the summer of 2010, funded by an Implementation Grant, to develop curricular strategies for infusing the global learning recommendations into the BA in Modern Languages. The project coincided with a previously planned restructuring of this degree plan during the fall of 2010. The proposed changes and initiatives also address pertinent issues of curricular efficiency.

Objectives

1. Develop comprehensive curricular strategies that ensure that all MODL BA students have substantial and multiple encounters with global perspectives (as defined in the Global Learning Recommendations) throughout their program of study.
2. Serve as a model and facilitate the expansion and implementation of the global learning objectives across the university.

Background

In support of NAU's Strategic Plan, the Task Force on Global Education's Global Learning Subcommittee developed recommendations intended to facilitate inclusion of global learning in the curriculum. Global Learning is defined, in part, as embracing a. global engagement, b. environmental sustainability, and c. diversity; themes that have also been identified as the three university student learning outcomes. These recommendations were adopted by the Faculty Senate in January 2010.

Description of University Thematic Student Learning Outcomes

- a. *Global Engagement:* Students will learn how to analyze, synthesize, and evaluate the interconnectedness and interdependence of the human experience on a global scale.
- b. *Environmental Sustainability:* Students will acquire the skills and knowledge base to understand the importance of and options for environmental sustainability in local and global terms. Students will also acquire an understanding of the range of ethical perspectives concerning the uses of natural resources and the impact of these perspectives on creating a sustainable relationship to the natural environment.
- c. *Diversity:* Students will learn about and critically reflect upon the nature and consequences of diversity in both the social (e.g. ethnic, religious, cultural) world and the natural environment and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction.

Revisions Proposed for MODL Mission Statement

MISSION STATEMENT

Department of Modern Languages

Northern Arizona University

The Department of Modern Languages is committed to provide an educational experience that allows students to understand the world's peoples and their diversity. This implies contributing to the formation of citizens able to participate in local, national, and global communities and environments. Through linguistic, literary, and cultural approaches to the study of languages, in its major programs (Spanish, French, German), and other language offerings (Navajo, Russian, Japanese, Chinese, Arabic, Italian), the department strives to help students: a) develop skills in five areas of language study: speaking, listening, reading, writing, culture; b) develop cognitive skills in critical thinking, analysis; and c) ~~develop ability to understand and appreciate diverse cultures.~~ **learn about global engagement, diversity, and environmental sustainability and critically reflect upon the differences in the ways these concepts manifest themselves culturally in the United States and abroad.**

In recognition of the Native American and Spanish-speaking populations of Arizona, our programs and coursework in Spanish and Navajo integrate the study of cultural preservation, identity and heritage with linguistic study and language skills development.

The Department prepares the region's future language teachers, in language proficiency, and in instructional methodology, and equips students to compete for career opportunities in education, government and the private sector, ~~both in the United States and internationally~~ **domestically and globally.** In order to optimize and enhance instruction as well as to create opportunities for learning outside the classroom, we offer students experiential learning opportunities such as immersion classes, internships and study-abroad programs as well as resources and options provided by new developments in technology-assisted foreign language learning.

The Role of the Faculty

The faculty of the Department of Modern Languages is committed to a balanced program of teaching, research, and service. Tenure-line faculty pursue an active research agenda that involves the generation and dissemination of new ideas and information in their fields of expertise at the regional, national and international levels. Research not only fosters faculty intellectual growth, but also plays a key role in enhancing the quality of instruction. Faculty members serve as role models and mentors for students throughout the university and they participate in professional service roles, as well as in university and community life by, **for example**, organizing or attending student-oriented activities.

Proposed Program Learning Outcomes for new MODL BA (Area: Literature and Culture)

<i>Program Learning Outcomes</i> <i>What do students need to be able to do after graduating from the program?</i>	<i>Concepts/Knowledge</i> <i>What concepts/knowledge must students understand to demonstrate the program outcome?</i>	<i>Skills/Abilities</i> <i>What skills must students master to demonstrate the program outcome?</i>	<i>Dispositions/Attitudes</i> <i>What behaviors, dispositions or attitudes are useful for students to master to demonstrate the program outcomes</i>
1. Understand the cultural, political and artistic foundations interconnectedness of the cultures of the target-language-speaking populations on a global scale and demonstrate transcultural and translanguingual competence.	Understand: * the social, artistic, political and cultural perspectives, practices and products from a variety of target-language-speaking temporal and geographical contexts. * metaphors and key terms that inform culture. * cultural references pertaining to identity, gender, race, and socio-economic status.	Compare, describe and provide a basic analysis of the people's, history, and cultures of the target-language-speaking countries and how they relate to and have affected other countries, cultures, and populations through foreign policies, colonialism, immigration, economic relations, and cultural exchanges.	*Willingness to engage and experience target-language cultures through further study and work in domestic contexts or abroad. *Approach cultural learning experiences with an open mind and be accepting of differences.
2. Analyze the socio-historical context, language, themes, and structure of classic and contemporary literary, visual, and cultural texts of the target language and reflect upon the nature and consequences of diversity and on how it is represented in these texts.	Understand: * literary terminology. * different literary genres and movements in connection with their socio-cultural contexts. * the processes of literary and cultural criticism.	*Identify and discuss the importance of the socio-historical context of classic and contemporary literary, visual and cultural texts. *Analyze the language, themes and structure of these classic and contemporary written and visual texts. *Make inferences about their content and form.	Openness to a variety of literary and artistic expressions belonging to different genres, major authors, and critical schools of thought.
3. Recognize, investigate, and produce target-language written or oral discourse communicating findings about historical, environmental, ethnic, and other related contemporary issues important to life in the target-language-speaking countries.	Understand ... * different methods of research * how to apply different analytical and critical thinking strategies	*Recognize historical and contemporary issues important to life in target-speaking countries. *Investigate historical and contemporary issues important to life in target-speaking countries. *Produce target-language written or oral discourse communicating findings about historical and contemporary issues important to life in target-language-speaking countries.	Value the importance of research as a tool to expand knowledge about historical and contemporary issues important to life in target-language-speaking countries.

Note: For all the learning outcomes ~~in this area~~, students should have enough knowledge of the **target-language** (vocabulary, grammar, and pronunciation) to achieve the outcomes.

Faculty Survey of Student Learning Experiences

Colleagues teaching GER and FRE were asked through which **Learning Experiences** students can achieve the new **Program Learning Outcomes**. Which ones do we already build into our major degree programs? Which ones need to be developed for the new MODL BA?

Program Learning Outcomes	Possible areas for Student Learning Experiences					
	a. curricular	b. co-curricular clubs, events, trips	c. Liberal Studies curriculum	d. (ethnic and) global diversity requirements	e. study abroad	f. internships
1. Understand the cultural, political and artistic interconnectedness of the cultures of the target-language-speaking populations on a global scale and demonstrate transcultural and translingual competence.	FRE 303, 304W, 403C, 404C, 405, 406 GER 303, 304W, 305 GER topics courses LAN 450C (new capstone) new common intro to linguistics course CCS 250	language tables language clubs intern. film series theater guild honor societies guest speakers MLIS Day	FRE 101-202 GER 101-202 WLLC 140 (AHI) HUM 383 (AHI) ENG 253 (AHI) etc.	LAN 350 (new film course)	existing NAU programs and new ones	Paris business in Germany international company in AZ
2. Analyze the socio-historical context, language, themes, and structure of target-language literary, visual, and cultural texts and reflect upon the nature and consequences of diversity and on how it is represented in these texts.	FRE 321, 322, 399, 421, 422 GER 321, 411, 412 revised GER topics courses LAN 450C (new capstone)	language tables language clubs intern. film series theater guild honor societies guest speakers MLIS Day	FRE 101-202 GER 101-202 WLLC 141 (CU) HUM 383 (AHI) ENG 253 (AHI) ENG 266 (CU) etc.	LAN 350 (new film course)	existing NAU programs and new ones	Paris business in Germany
3. Recognize, investigate, and produce target-language written or oral discourse communicating findings about historical, environmental, ethnic, and other related contemporary issues important to life in target-language-speaking countries.	FRE 201, 202, 303, 304W new intro to linguistics course GER 201, 202, 303, 304W, 305 new GER course w/ TV material LAN 450C (new capstone)	language tables language clubs intern. film series theater guild honor societies guest speakers MLIS Day	FRE 101-202 GER 101-202 courses in LAB with focus on environmental topics	LAN 350 (new film course)	existing NAU programs and new ones	Paris business in Germany environmental company in AZ

Assessment of Student Learning Outcomes obtained by facilitating learning experiences listed in MODL BA Survey

A. Curricular. An array of assessment procedures for data collection and reporting have already been implemented by the MODL department for almost all curricular learning experiences presented in the survey. Assessment instruments were developed consistent with national standards (for teacher training) and proficiency and performance levels (language & culture skills) defined by the American Council on the Teaching of Foreign Languages. The complete documentation for Standards and Proficiency Guidelines can be viewed under the “publications” link at the organization’s website at <http://www.actfl.org/>

The majority of existing courses already focus on 21st century social, cultural, and political issues. Incorporating the global perspectives will be consistent with this contemporary emphasis. Current assessment activities and instruments will only have to be updated to be able to measure the global learning outcomes defined for the MODL BA degree and will be applied at the advanced, intermediate, and elementary levels.

- **Advanced Level (400).** As part of an exit portfolio, students submit one paper on culture. The task description will be modified to require that students (a) analyze and synthesize the themes of global engagement, diversity, and environmental sustainability and their importance to the target-language in local terms and (b) evaluate their interconnectedness on a global scale, for example, how the local manifestations relate to what they have learned about global perspectives in courses at NAU outside of their major.
- **Intermediate Level (300).** Students currently submit an oral portfolio which consists of five parts, recorded with a microphone but not read from script: 1. an auto-biography narrative; 2. a story based on a picture; 3. a summary of an article, song, or movie; 4. a description of a picture (photo, painting, illustration), and 5. an interview with a German speaker. In the required writing component course, 304W, they submit a written portfolio with similar tasks. The requirements for both portfolios will be modified so that students have to relate either part 2, 3, or 4 to materials on global perspectives that were covered in the course. In evaluating these in the portfolio, the raters will assess the fluency and accuracy with which students produce the target-language vocabulary and describe the local concepts of environmental sustainability and diversity.
- **Elementary Level (100-200 skills courses).** The listening and reading texts in the 101 through 202 courses will be expanded to include the global themes if not already in the textbook. At the 100 level, the assessment will be incorporated with the chapter tests. For the 200 level, the current assessment test on reading and listening administered at the end of 202 will be updated accordingly. At this level, student’s ability to recognize (comprehend) the main ideas (gist) in short spoken and written target-language discourse with an environmental sustainability or diversity theme.

B. Co-Curricular. Assessment of learning outcomes that are supported by co-curricular learning experiences such as conversation tables, film series, guest lectures cannot be mandatory since attendance at such events cannot be mandated. However, the attendance of such events has traditionally been awarded in the form of extra credit points applied to the final grade at the end of the semester. We would standardize the procedure for obtaining verification of attendance by asking students to submit in English a single-page length summary (guest lectures),

a personal view (movies, performances), or a protocol (conversation table, discussion forums). We are optimistic that students recognize the value of learning experiences outside of the classroom and directly related to their field of study and remain interested even if the maximum number of credit points has been reached.

C - D. Liberal Studies and Diversity Requirements. To assess cultural understanding, recognition and investigation of contemporary and historical issues, as well as literary and linguistic analysis, MODL requires one paper on literature or language and one on culture to be submitted as an Exit Portfolio. Achievement of learning outcomes is judged on the basis of clearly defined criteria. This assessment instrument will be revised to require that students add to the portfolio a paper or an essay test from Liberal Studies and diversity requirement courses in which they compare and synthesize issues relevant to culture and language study. This will provide an indication of the extent to which interdisciplinary learning experiences (categories C and D) support the outcomes of the major discipline.

E - F. Study Abroad and Internships Abroad or (to a lesser extent) internships at foreign companies in the US are clearly learning experiences as well as a means of acquiring transcultural and translingual competence. They are unique because they engage students in immersion and can easily encompass all the learning experiences identified in the survey. Global learning facilitated via English as a lingua franca is possible in almost all disciplines. In language study, however, the language of communication must be acquired at the same time. Therefore, successful acquisition has a significant bonus: The higher the competency in a second language, the deeper the understanding of the culture where that language is spoken.

The degree of success (i.e., the extent to which students progress towards the three learning outcomes) is subject to assessment. The study abroad experience does not by default make students aware of the relationship between local manifestations of the global perspectives as experienced personally abroad and their world-wide manifestations. The study abroad experience needs to be strategically combined with reflection on the global connectedness of these themes

Upon their return from a study abroad semester or year or internship, students will give an oral presentation in the target language describing their experience abroad, describing how their level of understanding of contemporary and historical issues has evolved and assessing how diversity and environmental sustainability as experienced abroad impact or are impacted by global interaction and engagement. The presentation will be followed by a question & answer session. This allows for an assessment of the organized presentation as well as spontaneous oral discourse. The criteria for judgment will be defined such that the assessment instrument can determine to what extent students were able to take advantage of the immersive nature of the learning experience.

Curricular Strategies, based on the Proposed MODL BA Student Learning Outcomes and Faculty Survey results

- We already offer many learning experiences for students that address the global learning outcomes, as part of the current, separate BA in German and BA in French degree plans.
- Some courses need to be revised to include the three global learning themes.
- New common courses, taught in English, need to be added to facilitate connections across languages and across campus.
- Study abroad programs need to be integrated more into the degree program. Study abroad needs to be mandatory to ensure students reach a high level of proficiency in the target language, especially if some of our courses on campus are taught in English. In addition, study abroad experiences need to be strategically connected with courses on campus for returning students.
- New student internship opportunities in AZ and abroad need to be explored and the experience formally integrated into the degree plan.

The main issue at hand is a refocusing of the degree plan to broaden the scope of student learning experiences. All GER and FRE majors have gone on study abroad in the last 10 years. Thus we know our majors are exposed to and immersed in a foreign culture and reach a high proficiency level in the target foreign language. However, their study abroad experience does not necessarily also engage them with perspectives associated with global learning and the themes of environmental sustainability, diversity, and global engagement. The study abroad experience needs to be strategically combined with reflection on the global connectedness of these themes.

Rather than solely experiencing, for example, the elaborate German trash recycling system, students need to see it in the larger picture and learn about the pollution of the oceans with trash and how it threatens the human food chain. A French major on study abroad will most likely become aware of the politics of African immigration in France. Rather than see this issue solely as one aspect of contemporary French society the student needs to learn about the politics of labor migration and how identity and class have shaped the immigration discourse world-wide.

The NAU German and French faculty alone do not have the whole range of expertise and resources needed to infuse the MODL BA curriculum with all three global learning themes. We will thus need to reach out to the faculty of other MODL languages and to faculty of other departments across campus to realize the themes of global learning. During the grant period this summer, we made connections with colleagues in the MODL Spanish section, Comparative Cultural Studies, Ethnic Studies, and Engineering to develop common core courses, team-taught classes, and also 1-2 credit hour language "add-ons" to classes in other disciplines.

As a result, we feel confident to propose a block of common core courses for students of all MODL BA subplans that will ensure a cross-disciplinary dialog and help students make connections to cultures other than the one (or two, in case they choose to minor in a second language) that they study. Students will, for example in the newly designed capstone seminar, have to relate their capstone projects to students from other languages and all levels of proficiency. Offering and requiring common core courses, taught in English, for the major will also address curricular efficiency: Combining students from different subplans of the MODL BA in these courses will allow us to offer them more frequently and thus speed up students' time to graduation.

Specific Curricular Changes

a. Lower Division Target-language Courses

Revise syllabus to include specific language about global learning outcomes. Highlight the culture and literature units that already address the global learning themes. Replace in each course one or two of the authentic reading and video texts and include these in the highlighting. This will also be useful information for teams from other departments who are working on including our language courses into their redesigned curriculum.

b. Upper Division Target-language Courses

Ask GER and FRE faculty to develop new content courses that address the global learning outcomes. Ask faculty to include colleagues from other departments proficient enough in the target language to team-teach the topics courses.

Example: New GER 300-level Course (GER 350?)

This course will help students to develop an in-depth knowledge of the language and concepts associated with environmental sustainability in German-speaking countries introduced in the lower division courses. Being considered one of the world's leaders in incorporating green technology and renewable energy, Germany has become a showcase of business ventures that aim to be economically viable while maintaining a sustainable relationship to the environment. Video documentaries of sustainability projects recorded on location and regularly featured on TV will be the primary source of materials. These will serve as the basis for a comparative analysis of the local and global terms of sustainability that students will be asked to address in the 300 level oral and written assessment portfolios. In order to apply a synthesis of the knowledge acquired from the video documentaries, students will collaborate on a simulated environmental sustainability project presented at the end of the semester to an audience of upper division students.

c. New Common Core Courses, taught in English

LAN 200-level Introduction to Language Study/Linguistics (LAN 250?)

The linguistics course will foster knowledge of the universal principles of language organization in terms of phonology, morphosyntax, semantics, as well as pragmatics and discourse analysis, and how the latter two shape our own perceptions of self and our perceptions of others. In addition to obtaining an understanding of linguistic principles that people share universally, the course will foster students knowledge of the linguistic systems of European languages, focusing on Romance and German language features. Finally, students will explore language's use in the global market in terms of cross-cultural sociolinguistic issues and language policy.

CCS 250 Cross-Cultural Perspectives

A topics course focusing on interdisciplinary inquiry into cultural practices and products in a global framework. Includes comparative analysis of artistic, literary and religious practices from the diverse disciplinary perspectives represented in CCS.

Proposed topics to date, by CCS faculty:

- Encountering the Other
- Asian Religions, Arts, & Literature
- Perspectives on the Art, Literature, Film and Politics of the Spanish Civil War
- Self: Constructing Identity across Cultures
- Images of War in 20th-Century Film, Art, and Literature
- Exploring New Worlds, Confronting Different Cultures: Narratives of Early Explorers

LAN 300-level World Cinema (LAN 350?)

This course explores notions of cross-cultural identity and global engagement through film and texts from a wide range of countries throughout the world. At least two-thirds of the content of the course, as reflected in the syllabus, learning outcomes, and reading/viewing assignments focus on the experience and perspective of non-Western peoples such as immigrants residing in Europe or inhabitants of Francophone regions of Africa, Southeast Asia and the Caribbean. LAN 350 thus meets the definitions of global diversity and serves as an NAU “Diversity” course. In addition, LAN 350 falls into the Cultural Understanding block because it provides students with an experience of cultures different from their own and develops an appreciation for the unique features and perspectives of varied cultural traditions. Finally, it addresses all three Global Learning Outcomes: global engagement, diversity and sustainability.

LAN 400-level Capstone Seminar (LAN 450C?)

This course will help students develop a language-specific, yet globally contextualized, cross-cultural and/or interdisciplinary research project and emphasize effective writing and presenting. Students will present a written report of their project in the target language and then give a presentation in English at the Undergraduate Research Symposium or to students in the department's 100-level classes.

Action proposed, as described in the Implementation Grant Guidelines

- MODL faculty review and approval of proposed changes to MODL Mission Statement (September 2010)
- MODL BA faculty review and approval of revised Program Learning Outcomes (September 2010)
- Design new MODL BA curriculum (October 2010)
- Draft new MODL BA degree plan for submission to CAL Curriculum Committee (November 2010)
- Incorporation of new curricular strategies for implementing the Global Learning Recommendations into the MODL Departmental Strategic Plan