**Language Acquisition**

**Overview:** KU Core 34 goals are aligned with the University’s [Institutional Learning Goals](https://assessment.ku.edu/institutional-learning-goals) (ILGs). The KU Core 34, KU’s general education curriculum, is assessed by the University Assessment Committee to measure student achievement of the ILGs. This is a separate process from degree-level assessment.

KU Core 34 goals are assessed in the aggregate using a sample of anonymous student assignments from each course meeting the KU Core 34 goal. KU Core 34 assessment is not designed to assess courses individually but rather to assess how the entire goal is meeting the learning outcomes and goal. Results of the assessment are provided to all instructors teaching courses within a particular KU Core 34 goal. Course instructors will be asked to reflect on the results during the University Core Curriculum Committee’s (UCCC) recertification process.

**Institutional Learning Goals:**

***Creative Inquiry & Discovery*:** Apply cognitive skills and a broad array of knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.

***Social Awareness & Cultural Understanding***: Develop a critical and reflective awareness of social, global, and cultural differences (including ability, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race).

**KU Core 34 Learning Outcome**: This document represents a specialized rubric specifically created for language acquisition courses that is reflective of both KU Core 34’s Arts & Humanities and Global Culture learning outcomes. Each of the respective learning outcomes is provided below.

***Global Culture***: Upon reaching this goal, students will be able to identify and examine cultural perspectives outside of the United States, recognize and develop an awareness of their identity within the global community, and interact respectfully with a variety of cultures.

***Arts & Humanities***: Upon reaching this goal, students will be able to leverage sources, methods, and arguments in the arts and humanities to deepen their understanding of, critically question, and effectively apply knowledge within these disciplines’ foundational ideas. Examples of relevant skills and learning might include engaging with a wide array of critical frameworks, perspectives, and styles; evaluating historical, creative, and cultural narratives, performance, and other forms of artistic expression and exploration of the philosophical, cultural, archival, and stylistic underpinnings of these forms of expression.

**Signature Assignments:** [Inclusion](https://kucore.ku.edu/criteria-inclusion) in the KU Core 34 curriculum requires courses to create one signature assignment across all sections. The signature assignment must meet the signature assignment parameters provided below. A group of faculty reviewers from language acquisition-associated departments will use the rubric below to assess student learning using a sample of signature assignments collected from each course. The UCCC expects courses to meet all learning outcomes and the milestones outlined in the rubric throughout their courses but acknowledges it may be challenging to do that within one assignment. The highlighted boxes on the rubric show the milestone students are expected to achieve in a foundational course. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

**Signature Assignment Parameters:** The signature assignment should be a faculty design to ensure students fulfill at least **four** criteria outlined below:

* Explain connections between one’s own and other’s personal decision-making surrounding certain local and global issues
* Identify and explain differing perspectives (such as cultural, disciplinary, and ethical)
* Demonstrate understanding of the complexity and interconnectedness of elements important to members of another culture in relation to its history, values, politics, communications styles, economy, or beliefs and practices
* Organize the evidence to highlight patterns, differences, and similarities related to the issue
* Identify connections between foreign language learning and other humanities disciplines, various communities and individual lived experiences
* Explain or connect cultures historically or in contemporary contexts acknowledging power structures and demonstrating respectful interaction with cultures

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| **Global Self-Awareness** | Evaluates some connections between one’s own and other’s personal decision-making surrounding certain local and global issues. | Analyzes some connections between one’s own and other’s personal decision-making surrounding certain local and global issues. | Explains some connections between one’s own and other’s personal decision-making surrounding certain local and global issues. | Identifies some connections between one’s own and other’s personal decision-making surrounding certain local and global issues. |
| **Perspective Taking** | Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of differing and even conflicting positions (i.e., cultural, disciplinary, and ethical.) | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems. | Identifies and explains differing perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. | Identifies differing perspectives |
| **Knowledge**  *Knowledge of cultural worldview frameworks* | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity and interconnectedness of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| **Analysis** | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to texts, films, music, and visual art in the target language. | Organizes evidence to reveal important patterns, differences, or similarities related to texts, films, music, and visual art in the target language. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities texts, films, music, and visual art in the target language. | Lists evidence, but it is not organized and/or is unrelated to texts, films, music, and visual art in the target language.  . |
| **Transferability** | Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view. | Effectively selects and analyzes examples of connections between foreign language learning and other humanities disciplines (e.g., history, philosophy, gender studies, or art history), as well as differing communities and individual lived experiences, to illuminate concepts/theories/ frameworks of fields of study. | Compares connections between foreign language learning and other humanities disciplines (e.g., history, philosophy, gender studies, or art history), as well as differing communities and individual lived experiences to infer differences, similarities and acknowledge perspectives different than their own. | Identifies connections between foreign language learning and other humanities disciplines (e.g., history, philosophy, gender studies, or art history), as well as differing communities and individual lived experiences. |
| **Cultural Understanding** | Adapts and applies a deep understanding of differing worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of differing cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |