

Literature, Journalism, Writing and Languages (LJWL)
FELO Data, Languages: Fa2020 - Sp2021

Learning Outcome:

FELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Outcome Measure:

FRL 1002 Signature Assignment (at the end of each spring semester) (For SPA, FRE, GER)

Writing Prompt:

Based on your experiences with cultural readings, presentations or attendance to cultural events, discuss some of what you learned about the differences in ideas, experiences, customs, habits and culture of the diverse groups studied. If possible, reflect on how you might have changed or adjusted some of your own beliefs and views regarding issues of diversity, other cultures or your own.

Criteria for Success:

80% of the students completing the Foreign Language sequence will reach milestone 2 or higher as directed in the rubric (on a scale of 1-4 with 1 being low).

Longitudinal Data:

	Percentage of Class at 2 or Higher						
	2015	2016	2017	2018	2019	2020	2021
Complex Issues of Diverse Groups	97%	93%	88.5%	99.1%	96%	97.2%	98.1%

Conclusions Drawn from Data:

We gave the FELO 2c writing prompt as part of the final exam. We have found this to be a sure way for students to take it seriously and complete it. The prompt is given to all SPA 1002, FRE 1002, and GER 1002 courses. Not all of the language courses have the same cultural requirements. Spanish courses now require all students to participate in at least 5 cultural events, normally out in the community, put on by the Hispanic community at large. This requirement is easy to set given the large Hispanic population in San Diego. Offerings of the same type are less frequent in the other languages; however, all of the classes can incorporate presentations, films, readings, music, etc. as ways of exposing students to the target culture. Due to the effects of remote learning during the 2020-2021 academic year (as a result of COVID-19) the assignments were completed virtually. The Spanish section implemented five cultural assignments in spring 2021, including presentations on anti-racism initiatives. After initial observations, there was a marked increase in students who reached level 4 (Capstone) for Spanish sections, showing deeper reflection and adjustment of attitudes and beliefs concerning diverse communities and cultures.

Changes to be Made Based on Data:

We continue to emphasize the cultural component in our language classes. Students in Spanish are required to hold conversations with native speakers through TalkAbroad. We can direct these conversations to be around some cultural differences, and give students a chance to reflect on these. As a result of remote learning that started during the second half of spring 2020, some of the traditional assignments in the community were changed to reflect the new virtual environment. The language section made some changes to the cultural assignments to adapt for fall 2020 and beyond. We are definitely hoping to do events outside of PLNU (fall 2021), but it will be necessary to re-evaluate how we plan to offer any external assignments, and to consider how to make these interactions relevant and engaging. This will depend on the effects and restrictions of COVID-19 and the state of California recommendations. As mentioned earlier, there was a marked increase for Spanish sections at the 4 (Capstone) level. The language section will continue to evaluate and consider the best options for cultural engagement activities in the 1001-1002 FE sequence due to the relevance and focus on diversity and cultural understanding in the PLNU community.

Rubric for FELO 2c and CLO 5:

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Complex Issues of Diverse Groups	Demonstrates evidence of deep reflection and adjustment in own attitudes and beliefs as a result of learning from diverse communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diverse communities and cultures.	Has awareness that own experiences, attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diverse communities and cultures.	Is indifferent or resistant to differences in cultural experiences. Expresses attitudes and beliefs that do not demonstrate awareness of differences in diverse communities and cultures.