

Think

Engage

Create

Communicate

Apply

Mapping Lane's Core Learning Outcomes (CLOs) to French 101 Course Outcomes

Think Critically

Definition: Critical thinking is an evaluation process that involves questioning, gathering, and analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.). Students who think critically

Dimension Assessed*	First-Year French Course Outcomes	Assignments/Assessments
<ul style="list-style-type: none"> • Identify and define key issues 	<ul style="list-style-type: none"> • Identify grammatical structures and parts of speech 	Class discussions/frequent pair and group work Online homework
<ul style="list-style-type: none"> • Determine information needed, find and cite relevant information 		Writing compositions (<i>Rédactions</i>) Chapter exams
<ul style="list-style-type: none"> • Demonstrate knowledge of the context and complexity of the issue 	<ul style="list-style-type: none"> • Demonstrate awareness of the concept of cultural identity 	Writing compositions (<i>Rédactions</i>) Oral presentation
<ul style="list-style-type: none"> • Integrate other relevant points of view of the issue 	<ul style="list-style-type: none"> • Integrate knowledge of other languages in the learning process 	Writing compositions (<i>Rédactions</i>)
<ul style="list-style-type: none"> • Evaluate supporting information and evidence 		Cultural readings from textbook (<i>Réportage/Lecture</i>)
<ul style="list-style-type: none"> • Construct appropriate and defensible reasoning to draw conclusions 	<ul style="list-style-type: none"> • Demonstrate awareness of the concept of cultural identity and cultural difference 	Cultural readings from textbook (<i>Réportage/Lecture</i>) Web searches

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Engage diverse values with civic and ethical awareness

Definition: Engaged students actively participate as citizens of local, global and digital communities. Engaging requires recognizing and evaluating one's own views and the views of others. Engaged students are alert to how views and values impact individuals, circumstances, environments and communities. Students who engage:

Dimension Assessed*	First-Year French Course Outcomes	Assignments/Assessments
<ul style="list-style-type: none"> • Recognize and clarify personal values and perspectives 	<ul style="list-style-type: none"> • Identify, recognize and evaluate ones' own cultural identity, values and perspectives 	Class discussions/frequent pair and group work Writing compositions (<i>Rédactions</i>)
<ul style="list-style-type: none"> • Evaluate diverse values and perspectives of others 	<ul style="list-style-type: none"> • Gain an understanding of the perspectives, values and practices of French-speaking cultures • Make cultural comparisons 	Cultural readings from textbook (<i>Réportage/Lecture</i>) Watching chapter videos (<i>Vidéoblog</i>) with a focus on culture and doing corresponding activities
<ul style="list-style-type: none"> • Describe the impact of diverse values and perspectives on individuals, communities, and the world 		n/a
<ul style="list-style-type: none"> • Demonstrate knowledge of democratic values and practices 	<ul style="list-style-type: none"> • Interact respectfully with diverse individuals and groups by cultivating active listening and an openness to alternative views 	Class discussions/frequent pair and group work Small group oral presentations
<ul style="list-style-type: none"> • Collaborate with others to achieve shared goals 	<ul style="list-style-type: none"> • Collaborate with peers while working with a partner or in small groups 	Class discussions/frequent pair and group work Small group oral presentations

Create ideas and solutions

Definition: Creative thinking is the ability and capacity to create new ideas, images and solutions, and combine and recombine existing images and solutions. In this process, students use theory, embrace ambiguity, take risks, test for validity, generate new questions, and persist with the problem when faced with resistance, obstacles, errors, and the possibility of failure. Students who create:

Dimension Assessed*	First-Year French Course Outcomes	Assignments/Assessments
<ul style="list-style-type: none"> • Experiment with possibilities that move beyond traditional ideas or solutions. Embrace ambiguity and risk mistakes 	<ul style="list-style-type: none"> • Accept that learning a new language is a process • Persist despite doubts and constant challenges 	Class discussions/frequent pair and group work Oral presentation Writing compositions (<i>Rédactions</i>)
<ul style="list-style-type: none"> • Explore or resolve innovative and/or divergent ideas and directions, including contradictory ideas 	<ul style="list-style-type: none"> • Embrace the ambiguity inherent in language 	
<ul style="list-style-type: none"> • Utilize technology to adapt to and create new media 		Use Moodle to access course documents and assignments Use ConnectFrench to create voice recordings Watch chapter videos (<i>Vidéoblog</i>) with a focus on culture
<ul style="list-style-type: none"> • Invent or hypothesize new variations on a theme, unique solutions or products; transform and revise solution or project to completion 	<ul style="list-style-type: none"> • Take risks when using the new language in order to grow and learn 	Correcting/revising compositions (<i>Rédactions</i>)
<ul style="list-style-type: none"> • Persist when faced with difficulties, resistance, or errors; assess failures or mistakes and rework 	<ul style="list-style-type: none"> • Make mistakes with the understanding that it is normal, expected, and an essential part of the learning process 	Class discussions/frequent pair and group work Oral presentation Writing compositions (<i>Rédactions</i>)
<ul style="list-style-type: none"> • Reflect on successes, failures, and obstacles 	<ul style="list-style-type: none"> • Accept that learning a new language is a process • Persist despite doubts and constant 	Correcting/revising compositions (<i>Rédactions</i>) Metacognitive questionnaire

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Communicate effectively

Definition: To communicate effectively, students must be able to interact with diverse individuals and groups, and in many contexts of communication, from face-to-face to digital. Elements of effective communication vary by speaker, audience, purpose, language, culture, topic, and context. Effective communicators value and practice honesty and respect for others, exerting the effort required to listen and interact productively. Students who communicate effectively:

Dimension Assessed*	First-Year French Course Outcomes	Assignments/Assessments
<ul style="list-style-type: none"> • Create and express messages with clear language and nonverbal forms appropriate to the audience and cultural context 	<ul style="list-style-type: none"> • Maintain an awareness of one’s audience and what is culturally and socially appropriate in written and spoken French 	Class discussions/frequent pair and group work Oral presentation Writing compositions (<i>Rédactions</i>) Use Moodle (online journal and forum)
<ul style="list-style-type: none"> • Organize the message to adapt to cultural norms, audience, purpose, and medium 	<ul style="list-style-type: none"> • Differentiate between formal and familiar social registers 	Class discussions/frequent pair and group work Oral presentation Writing compositions (<i>Rédactions</i>) Use Moodle (online journal and forum).
<ul style="list-style-type: none"> • Support assertions with contextually appropriate and accurate examples, graphics, and quantitative information 		Class discussions/frequent pair and group work Oral presentation Writing compositions (<i>Rédactions</i>) Use Moodle (online journal and forum).
<ul style="list-style-type: none"> • Attend to messages, check for shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension 	<ul style="list-style-type: none"> • Negotiate shared meaning as you practice your speaking and listening skills with classmates and your instructor • Identify sources of misunderstanding when communication breaks down 	Class discussions/frequent pair and group work Reading dialogues and asking classmate comprehension questions
<ul style="list-style-type: none"> • Demonstrate honesty, openness to alternative views, and respect for others’ freedom to dissent 	<ul style="list-style-type: none"> • Demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language 	Class discussions/frequent pair and group work

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Apply learning

Definition: Applied learning occurs when students use their knowledge and skills to solve problems, often in new contexts. When students also reflect on their experiences, they deepen their learning. By applying learning, students act on their knowledge. Students who apply learning:

Dimension Assessed*	First-Year French Course Outcomes	Assignments/Assessments
<ul style="list-style-type: none"> • Connect theory and practice to develop skills, deepen understanding of fields of study and broaden perspectives 	<ul style="list-style-type: none"> • Deepen understanding of, and exposure to, other areas of knowledge (content studied in the French language, with ties to other disciplines) 	Cultural readings from textbook (<i>Réportage/Lecture</i>) Watching chapter videos (<i>Vidéoblog</i>) with a focus on culture and doing corresponding activities Class discussions/frequent pair and group work
<ul style="list-style-type: none"> • Apply skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues 	<ul style="list-style-type: none"> • Apply background knowledge of native language structures to understand French (word order, gender, verb conjugation) • Continually building on prior French language learning as we progress throughout the course 	Oral presentation Cultural readings from textbook (<i>Réportage/Lecture</i>) Writing compositions (<i>Rédactions</i>)
<ul style="list-style-type: none"> • Integrate and reflect on experiences and learning from multiple and diverse contexts 	<ul style="list-style-type: none"> • Recognize distinct viewpoints that are only available through the foreign language and its culture 	Use Moodle (online journal and forum) Metacognitive questionnaire