Contact Person for Assessment: Gail Riley
Program Mission: Students in LFS degree programs acquire functional language abilities, as well as a deeper understanding of the complexities of cultural difference. LFS' interdisciplinary focus aims at integrating the study of language and culture with the analysis of social, historical, political and artistic phenomena.

Unit Website Address: american.edu/lfs
Unit's Primary Department: LFS

Learning Outcome: Functional Language Abilities: Conversations
Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight.
Students are able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange information.

Outcome Year: 2010-2011
2011-2012
Start Date: 11/19/2010
Outcome Status: Active Learning Outcome

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<td>80% of students achieve advanced Mid rating on the ACTFL scale in French, German, or Spanish; intermediate High ratings on the ACTFL scale in Russian.</td>
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Learning Outcome: Functional Language Abilities: Understand and Interpret
Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight.
Students are able to understand and interpret written and spoken language on a variety of topics.

Outcome Year: 2010-2011
2011-2012
Start Date: 11/19/2010
Outcome Status: Active Learning Outcome

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Measure Type: Performance

Reaction paper: Spontaneous in-class writing. The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

Measure Type: Written Assignment

80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.

Data are collected annually as part of LFS Senior Capstone course.

Yes

Learning Outcome: Functional Language Abilities: Present Information

Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight.

Students are able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Outcome Year: 2010-2011
2011-2012

Start Date: 11/19/2010

Outcome Status: Active Learning Outcome

Assessment Plan

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Measure Type: Written Assignment

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Data are collected annually as part of LFS Senior Capstone course.

Yes
## Assessment Plan

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**Measure Type:** Written Assignment

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**Learning Outcome: Cultural Competence: Practice and Perspectives**

Students are able to demonstrate critical knowledge of the culture of the society whose language they are learning to include interpretations of intellectual traditions important to the area studied, and the defining cultural events and images of the regions as evidenced in its history, art, literature, philosophy, politics, film, and music.

Students are able to demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

**Outcome Year:** 2010-2011

2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

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**Measure Type:** Performance

Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

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**Measure Type:** Written Assignment

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<td>Research Paper: formal writing</td>
<td>80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish;</td>
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**Measure Type:** Written Assignment

Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major.
Assessment Plan

Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

**Measure Type:**
Written Assignment

**Target:**
intermediate high rating on the ACTFL writing proficiency scale in Russian.

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**Learning Outcome: Cultural Competence: Products and Perspectives**

Students are able to demonstrate critical knowledge of the culture of the society whose language they are learning to include interpretations of intellectual traditions important to the area studied, and the defining cultural events and images of the regions as evidenced in its history, art, literature, philosophy, politics, film, and music.

Students are able to demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

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Assessment Plan

**Assessment Measure**
Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major.
Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

**Measure Type:**
Presentation

**Target:**
80% of students achieve advanced rating on the ACTFL oral proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL oral proficiency scale in Russian.

**Schedule/Cycle:**
Data are collected annually as part of LFS Senior capstone course.

**Active:**
Yes

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**Assessment Measure**
Reaction paper: Spontaneous in-class writing.
The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied.
Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

**Measure Type:**
Written Assignment

**Target:**
80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.

**Schedule/Cycle:**
Data are collected annually as part of LFS Senior Capstone course.

**Active:**
Yes

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**Assessment Measure**
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**Measure Type:**
Written Assignment

**Target:**
80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.

**Schedule/Cycle:**
Data are collected annually as part of LFS Senior Capstone course.

**Active:**
Yes

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**Learning Outcome: Research Skills: Reference Work**

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.

Students are able to use standard reference works.

**Outcome Year:** 2010-2011
2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome
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**Measure Type:** Written Assignment

#### Learning Outcome: Research Skills: Online Databases

Students are able to demonstrate their ability to effectively navigate both the library and online research tools. Students are able to use online databases.

- **Outcome Year:** 2010-2011
- **Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

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**Measure Type:** Written Assignment

#### Learning Outcome: Research Skills: Books and Articles

Students are able to demonstrate their ability to effectively navigate both the library and online research tools. Students are able to locate and evaluate relevant scholarly books and articles.

- **Outcome Year:** 2010-2011
- **Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

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**Measure Type:** Written Assignment

#### Learning Outcome: Research Skills: Primary and Secondary Sources

Students are able to demonstrate their ability to effectively navigate both the library and online research tools. Students are able to distinguish between primary and secondary sources.

- **Outcome Year:** 2010-2011
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