Department: Modern and Classical Languages (MCL)

Departmental Mission: The Department of Modern and Classical Languages, in fulfillment of the University’s stated goals, provides to Western Washington University students the skills that are necessary to learn first-hand about world societies. To that end, the department believes that the best way to understand a culture is directly through its language(s). Therefore, the department offers students the opportunity to acquire three types of proficiencies: the language skills that make for successful communication, the cultural competencies that build global respect and responsibility, as well as the creative and interpretive aptitudes that underscore an understanding of the history and aesthetic expressions of a given culture. Ultimately, students graduate from the department with valuable skills for succeeding in the workplace and for supporting global citizenship.

Assessment Coordinators:
Chinese = Janet Xing
Classical Languages = Diane Johnson
French = Cecile Hanania
German = Cornelius Partsch
Japanese = Masanori Deguchi/Massimiliano Tomasi
Russian = Ed Vajda
Spanish = Paqui Paredes
MCL Program: Chinese
Assessment Coordinator: Janet Xing

Student Learning Outcomes:

1. To be able to engage in sustained discourse on topics found in typical Chinese social contexts with relatively accurate pronunciation, sentence structures and appropriate vocabulary;
2. To be able to understand non-technical speech in standard Chinese spoken by a native speaker in controlled, face-to-face contexts;
3. To be able to read edited materials characterized by structures which increasingly mirror authentic materials;
4. To be able to meet most practical writing needs in Chinese;
5. To be able speak, understand, read, write, and translate typical Chinese in business and economic settings from both linguistic and cultural perspectives;
6. To be able to use approximately 1200 Chinese characters and their combinations in speaking, understanding, reading, writing and translation;
7. To demonstrate a general understanding of Chinese geography, ethnicity, demography, social-cultural norms in modern Chinese society;
8. To demonstrate knowledge of Chinese dialectal variations;
9. To demonstrate knowledge of linguistic difference between Chinese and English languages;
10. To demonstrate the knowledge of cultural differences between native Chinese and English speakers;
11. To demonstrate the ability to use appropriate resources to conduct research on Chinese linguistically related topics.
## Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLOs Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, presentations, assignments, essays in Chin 301, 302 (Advanced Chinese)</td>
<td>1,2,3,4,6,7,8,9,10</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are annually reported to the program coordinator by the faculty teaching Chin 301 and Chin 302. This summary will be collected by the program coordinator in Spring quarter and will be analyzed and discussed at the first section meeting in Fall quarter. The results of this evaluation process will lead to programmatic and curriculum changes when appropriate.</td>
</tr>
<tr>
<td>Exams, presentations, assignments, essays in Chin 303 (Business Chin)</td>
<td>1,2,3,4,5,6,7,9,10</td>
<td>Summary of student performance relative to SLOs, developed using the appropriate rubric, is annually reported to the section coordinator by the faculty teaching Chin 303. This data is shared and acted upon as described above.</td>
</tr>
<tr>
<td>Exams, presentations, autobiography in Chin 304 (Chin Grammar &amp; Composition)</td>
<td>1,2,3,4,5,6,7,9,10,11</td>
<td>Summary of student performance relative to SLOs, developed using the appropriate rubric, is annually reported to the section coordinator by faculty teaching Chin 304. This data is shared and acted upon as described above.</td>
</tr>
<tr>
<td>Exam, Presentation, Research paper in Chin 390 (Chin Linguistics)</td>
<td>7,8,9,10,11</td>
<td>Summary of student performance relative to SLOs, developed using the appropriate rubric, is annually reported to the section coordinator by faculty teaching Chin 390. This data is shared and acted upon as described above.</td>
</tr>
<tr>
<td>Measures</td>
<td>SLOs Assessed</td>
<td>Use of the Information</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Exams, presentations, assignments, tour study in Chin 237 and 337 (Study Abroad)</td>
<td>1,2,3,4,5,6, 7,8,9,10</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are annually reported to the section coordinator by faculty directing the study abroad program. This data is shared and acted upon as described above.</td>
</tr>
<tr>
<td>Exams, presentations, and compositions in Chin 103, 201, 202, 203, 301, 302, 303</td>
<td>GUR Outcomes 1 And 8</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are annually reported to the section coordinator by faculty teaching GUR courses. This data is summarized, shared and acted upon as described above.</td>
</tr>
<tr>
<td>Chinese Program Exit Survey</td>
<td>1,2,3,4,5,6, 7,9,10,11</td>
<td>Students are asked to self-report their perceived success in achieving the program’s learning outcomes. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
</tbody>
</table>
MCL Program: Classical Languages  
Assessment Coordinator: Diane Johnson

Because the Classical Languages Section trains students to read, understand, and explicate literary works the pedagogical traditions of which cover several millennia, we must in addition to practical language skills teach students to read historically and across cultural barriers imposed by time, geography, religion and world-views. That is, when we teach a Classical author we must also teach the tradition of that author: the physical transmission of the author’s text, the influence exerted by the text upon later literature, and the reception of the text by the modern world.

Student Learning Outcomes:

1. Student will be able to sight-read a passage selected from Cicero, Livy, or Seneca (Latin) or Xenophon, Plato, or Plutarch (Greek) with the use of one of the standard lexica.
2. Student will be able to explicate the meter of a passage of Vergil (Latin) or Homer (Greek).
3. Student will be able to parse and explain the grammar of the passage referred to in #1 above.
4. Student will be able to discuss the content of the passage referred to in #1 above in terms of its literary and historical context.

Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, quizzes, homework, papers, presentations and projects in LAT 300/400, GRK 300/400.</td>
<td>1, 2, 3, 4</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching CIST 450, 410, GRK 300/400, LAT 300/400. The summaries will be collected by the program coordinator in the Spring and will be analyzed. The conclusions of this evaluation process will lead to programmatic and curricular changes when appropriate.</td>
</tr>
</tbody>
</table>
MCL Program: French

Assessment Coordinator: Cecile Hanania

Student Learning Outcomes:

A. Linguistic Skills
   1. Students will be able to converse with native and/or native-like speakers from French/Francophone cultures and to discuss academic (linguistics, literary, cultural) topics in a variety of settings using phonetically-accurate, syntactically-complex, and lexically appropriate language.
   2. Students will be able to write convincingly and critically on academic and semi-professional topics in French, using a variety of formats, complex syntax, and appropriate lexical choices.
   3. Students will understand the natural speech patterns of speakers of the French language in a variety of formats and on various non-technical topics.
   4. Students will be able to read, analyze, and interpret - both from a linguistic and a literary/cultural perspective - written texts in a variety of styles from the past and the present.

B. Cultural Knowledge
   5. Students will have a general grasp of the geographical, historical, social, and political dimensions of French/Francophone cultures.
   6. Students will understand the relevance of literary production and/or theory/methodology to understand the different cultures of the Francophone world.
   7. Students will understand the linguistic variety of regional/national usages within French/Francophone cultures as well as the complexity of advanced grammatical structures and concepts in the French language.
   8. Students will be able to use appropriate resources to conduct research on literary, linguistic, and cultural topics.

C. Global Awareness
   9. Students will be able to compare/contrast the linguistic features of the French language with American English.
   10. Students will be able to compare/contrast French/Francophone literary and cultural perspectives with their own.
   11. Students will be able to compare/contrast French/Francophone cultural identities with their own.
### Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final written project, and presentations in Fren 410 (Francophone Women Writers)</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported (typically every other year when the seminar is taught) to the section coordinator by faculty teaching Fren 410. The summaries will be collected by the program coordinator at the beginning of the academic quarter following the quarter during which the seminar is taught and will be analyzed and discussed in a section meeting during the spring or fall. The conclusions of this evaluation process will lead to programmatic and curricular changes when appropriate.</td>
</tr>
<tr>
<td>Final written project, and presentations in Fren 420 (Histoire de la langue française)</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported (typically every other year when the seminar is taught) to the section coordinator by faculty teaching Fren 420. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Final written project, and presentations in Fren 440 (Etude Socio-linguistique)</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported (typically every other year when the seminar is taught) to the section coordinator by faculty teaching Fren 440. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Final written project, and presentations in Fren 460 (French Cinema)</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported (typically every other year when the seminar is taught) to the section coordinator by faculty teaching Fren 460. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Students are asked to self-report their perceived success in achieving the program’s learning outcomes. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
</tbody>
</table>
MCL Program: German

Assessment Coordinator: German

Student Learning Outcomes:

1. Students can understand some extended speech on unfamiliar topics delivered through a variety of media.
2. Students can understand most spoken language and some technical discussions as well as some accents and dialects.
3. Students can communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations, can link ideas in extended discussions, and can participate actively in most informal and a few formal conversations.
4. Students can deliver a clear, organized presentation appropriate to the audience on a variety of topics.
5. Students can express ideas on a variety of topics in clear, organized texts and can adjust their writing for some audiences.
6. Students will have a general knowledge of the geographical, historical, social, cultural, and political dimensions and attributes of the German-speaking regions and nations.
7. Students will be able to understand and evaluate the assumptions, values, and beliefs of the diverse communities that constitute the German-speaking world and will, as a result, have an awareness of cultural differences derived from their study of the cultures and identities of the German-speaking nations.
## Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, papers, presentations and projects in Ger 401, 402 (Advanced German I and II)</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Ger 401. The summaries will be collected by the program coordinator in the Spring and will be analyzed and discussed in the first section meeting in the Fall. The conclusions of this evaluation process will lead to programmatic and curricular changes when appropriate.</td>
</tr>
<tr>
<td>Exams, self-reflections, presentations, recordings, and projects in Ger 314 (Phonetics)</td>
<td>1, 2, 3, 6</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Ger 314. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in Ger 450 (Topics course)</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Ger 450. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Students are asked to self-report their perceived success in achieving the program’s learning outcomes. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, presentations, and compositions in Ger 103, 104, 201, 202, 203, 301, 302</td>
<td>GUR Outcomes 1 and 8</td>
<td>Summaries of student performance relative to GUR’s SLOs, developed using the appropriate rubric, are reported regularly to the section coordinator by faculty teaching GUR courses. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
</tbody>
</table>
MCL Program: Japanese
Assessment Coordinator: Masanori Deguchi

Student Learning Outcomes:

Linguistic Skills

1. Students will be able to converse with native or native-like Japanese speakers and discuss academic as well as everyday topics, using phonetically accurate and syntactically complex language in appropriate speech registers.
2. Students will be able to write convincingly and critically on academic as well as everyday topics in Japanese, using a variety of formats, complex syntax, and appropriate lexical choices, including appropriate kanji or Chinese characters.
3. Students will understand the natural speech patterns of Japanese in a variety of formats and on various non-technical topics.
4. Students will be able to read, analyze, and interpret written texts on academic and semi-professional topics in a variety of styles including accurate understanding of kanji.

Cultural Knowledge

1. Students will have a general grasp of the geographical, historical, social, and political dimensions of Japanese culture.
2. Students will understand the relevance of religion and literary production to understand Japanese culture.
3. Students will be aware of sociolinguistic variations of the Japanese language, such as dialectal and gender differences, and how they relate to Japanese culture.

Global Awareness

1. Students will be able to compare and contrast the linguistic features of the Japanese language with those of American English.
2. Students will be able to compare and contrast the literary and cultural perspectives of Japanese speakers with their own.
3. Students will be able to compare and contrast the cultural identities of Japanese speakers with their own.
4. Students will be able to use appropriate resources to conduct research on academic and semi-professional topics.
Japanese (cont.)

Student Learning Objectives Assessed

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLOs Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, papers, presentations and projects in Japn 401 (Advanced Japanese)</td>
<td>1, 2, 3, 4, 7, 8, 9</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Japn 401. The summaries will be collected by the section coordinator in the Winter and will be analyzed and discussed in the first section meeting in the Spring. The conclusions of this evaluation process will lead to programmatic and curricular changes when appropriate.</td>
</tr>
<tr>
<td>Essays, presentations, class discussions, and self-evaluations in Japn 350 (Culture, History, and Society)</td>
<td>1, 2, 3, 4, 5, 7, 8, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Japn 350. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in Japn 402 and 403 (Topics courses)</td>
<td>1, 2, 3, 4, 6, 8, 10, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Japn 402 and 403. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Students are asked to self-report their perceived success in achieving the program’s learning outcomes. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, presentations, and compositions in Japn 103, 104, 201, 202, 203, 301, 302, 303, 401</td>
<td>GUR Outcomes 1 and 8</td>
<td>Summaries of student performance relative to GUR’s SLOs, developed using the appropriate rubric, are reported regularly to the section coordinator by faculty teaching GUR courses. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
</tbody>
</table>
MCL Program: Russian

Assessment Coordinator: Ed Vajda

Student Learning Outcomes:

Upon graduation, students who have completed the Russian and Eurasian Studies minor will be expected to:

1. Students will be able to command basic conversational fluency in reading, writing, and speaking modern standard Russian
2. Students will have a firm overview of Russian history
3. Students will be able to appreciate Russian culture as part of the larger family of world cultures
4. Students will be able to understand Russia's uniqueness among European countries through having studies the deep historical ties between Russia and steppe pastoral nomad societies

Student Learning Outcomes Assessed

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO's Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the early stages in student acquisition of the level of fluency in spoken Russian expected of them at the transition from first to second year by introducing specific graduated tests of pronunciation and conversational response during the first year.</td>
<td>1</td>
<td>The transition from first-year to second-year Russian normally entails a jump in expectations of oral as well as written fluency. By testing pronunciation and oral fluency in a more structured way at key intervals of the first-year experience, students can be better guided toward achieving the expected second-year entrance level.</td>
</tr>
</tbody>
</table>

Examples of Changes Based on Assessment:

I have added more oral testing to both the first and second quarter of the first year of Russian instruction, to help monitor steady student progress in the level expected by the beginning of the second year.
MCL Program: Spanish
Assessment Coordinator: Paqui Paredes

Student Learning Outcomes:

A. Linguistic Skills

1. Students will be able to converse with native and/or native-like Spanish speakers and to discuss both academic—linguistic, literary, cultural—and every-day topics in a variety of settings using phonetically accurate, syntactically-complex, and lexically appropriate language.
2. Students will be able to write convincingly and critically on every-day, academic, and semi-professional topics in Spanish, using a variety of formats, complex syntax, and appropriate lexical choices.
3. Students will understand the natural speech patterns of speakers of the language in a variety of formats and on various non-technical topics.
4. Students will be able to read, analyze, and interpret—both from a linguistic and a literary/cultural perspective—written texts in a variety of styles from the past and the present.

B. Cultural Knowledge

5. Students will have a general grasp of the geographical, historical, social, and political dimensions of Spanish-speaking cultures.
6. Students will understand the relevance of literary production and theory to understand the different cultures of the Spanish-speaking world.
7. Students will understand the linguistic variety of regional/national usages within Spanish-speaking cultures as well as the complexity of advanced grammatical structures and concepts in the Spanish language.
8. Students will be able to use appropriate resources to conduct research on literary, linguistic, and cultural topics.

C. Global Awareness

9. Students will be able to compare/contrast the linguistic features of the Spanish language with American English.
10. Students will be able to compare/contrast the literary and cultural perspectives of the Spanish-speaking world with their own.
11. Students will be able to compare/contrast the cultural identities of the Spanish-speaking world with their own.

Student Learning Outcomes Assessed:
<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO's Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, papers, presentations and projects in Span 401 (Advanced Grammar Class)</td>
<td>1, 2, 4, 7, 8, 9</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Span 401. The summaries will be collected by the program coordinator in the Spring and will be analyzed and discussed in the first section meeting in the Fall. The conclusions of this evaluation process will lead to programmatic and curricular changes when appropriate.</td>
</tr>
<tr>
<td>Exams, self-reflections, presentations, recordings, and projects in Span 314 (Phonetics)</td>
<td>1, 2, 3, 5, 7, 8, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Span 314. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in Span 450 (Topics course)</td>
<td>1, 2, 4, 5, 6, 8, 10, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Span 450. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Students are asked to self-report their perceived success in achieving the program's learning outcomes. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, presentations, and compositions in Span 103, 104, 201, 202, 203</td>
<td><strong>GUR Outcomes 1 and 8</strong></td>
<td>Summaries of student performance relative to GUR’s SLOs, developed using the appropriate rubric, are reported regularly to the section coordinator by faculty teaching GUR courses. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
</tbody>
</table>