Department: Modern and Classical Languages

Section: CHINESE

Assessment Coordinator: Janet Xing

A. Linguistics Skills:
   1. Students will be able to converse with native and/or native-like speakers from Chinese cultures and discuss both academic (linguistics and culture) and every-day topics in a variety of settings using tonally 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 Chinese, using a variety of formats, complex syntax and appropriate lexical choices.
   3. Students will understand the natural speech patterns of speakers of the standard Mandarin Chinese 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 cultural perspective – written texts in a variety of styles from the past and the present.
   5. Students will be able to speak, understand, read, write, and translate typical Chinese in business and economic settings from both linguistic and cultural perspectives.

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

C. Global Awareness
   10. Students will be able to compare/contrast the linguistic features of the Chinese language with English.
   11. Students will be able to compare/contrast the cultural/literary perspectives of the Chinese communities with their own.
Section: FRENCH

Assessment Coordinator: Cecile Hanania

A. Linguistic Skills

1. Students will be able to converse with native and/or native-like speakers from French/Francophone cultures and to discuss both academic (linguistics, 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 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.
Section: GERMAN

Assessment Coordinator: Shannon Dubenion-Smith

Program 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.
Section: JAPANESE

Assessment Coordinator: Masanori Deguchi

Program Outcomes:

A. 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.

B. Cultural Knowledge
5. Students will have a general grasp of the geographical, historical, social, and political dimensions of Japanese culture.
6. Students will understand the relevance of religion and literary production to understand Japanese culture.
7. Students will be aware of sociolinguistic variations of the Japanese language, such as dialectal and gender differences, and how they relate to Japanese culture.
8. Students will be able to use appropriate resources to conduct research on academic and semi-professional topics.

C. Global Awareness
9. Students will be able to compare and contrast the linguistic features of the Japanese language with those of American English.
10. Students will be able to compare and contrast the literary and cultural perspectives of Japanese speakers with their own.
11. Students will be able to compare and contrast the cultural identities of Japanese speakers with their own.
**Section: SPANISH**

**Assessment Coordinator:** Joan Hoffman

**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:

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<th>Degree Program</th>
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<tr>
<td>Papers and presentations in CHIN 401</td>
<td>1,2,4</td>
<td>Chinese BA</td>
<td>The Chinese section created CHIN 401 specifically as a capstone course for the newly established Chinese major. Papers and presentations in this class were collected and are being examined in order to determine whether the students are achieving the desired proficiency in the language upon completion of this capstone course. Currently, the data collected through essays and presentations is being analyzed in order to determine what changes will be appropriate in order to improve both the program and the class.</td>
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| Papers, oral presentations and discussions in FR 410 (Francophone Women Writers). | 6,10 | French BA | Cultural knowledge SLO #6:  
In FR 410 students read novels by women authors born in Algeria, Vietnam and Senegal. They were very well able to understand the relevance of the literary works selected in conveying different cultures of some Francophone countries. Their papers demonstrated in particular their understanding of the rarity of women’s literature from certain countries, due not only to the taboo preventing women to write but also to the oral and folkloric traditions prevailing in some cultures which have not fostered the emergence of a huge body of written literature. They thus perceived well how precious some of these female books were and how important their narratives and perspectives were. They were also able to understand how the literary characteristics of each book were linked to specific cultures and contexts. (For instance the persistence of oral forms in the texts).  
Some students, however, expressed during conversations in class their interest in other Francophone areas as well as in different sexually orientated discourses and narratives. In order to better balance not only the different geographical Francophone areas but also the various gender perspectives, the course could benefit from introducing in the future, at least though the oral presentations done by students, works from the Francophone areas of the Caribbean, and/or Indian Ocean and works by non-heterosexual women. The section will have to discuss how to better integrate the variety of interests shown by the students. |
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| (Continued) Papers, oral presentations and discussions in FR 410 (Francophone Women Writers). | 6,10 | French BA | **Global Awareness SLO ≠10**  
Regarding the topic covered in FR 410, women’s condition in various Francophone countries through autobiographical novels, students were able to compare and contrast the cultural perspectives exposed in the books with their own perspectives. The assessment of this SLO was based on all activities and assignments done by students, oral and written. In addition each of the four papers contained questions asking students to compare the writers’ experience and point of view with women’s status in their own cultures. They did a quite satisfactory job comparing the different cultural perspectives, discourses and societies. However, when asked specifically in paper #3 if they could contrast or compare these Francophone novels with their own literary production, most of them were unable to do so, their knowledge of the literature produced in their own country being insufficient. Since FR 410 is not a comparative literature course and the French program is not tailored to introduce students to literatures other than French of Francophone, question #10 should in my opinion be reformulated to stress only the students’ ability to compare cultural aspects and perspectives. The section will have to discuss to better reflect the reality of our students skills in areas other than French language and Francophone cultures and literatures. |
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<td>Linguafolio self assessment checklists</td>
<td>1, 2, 3, 4, 5</td>
<td>German BA</td>
<td>The German section collected data during the 2014-2015 academic year on students’ progress toward SLOs 1-5 in the first- and second-year sequence. In all six courses, we administered the Linguafolio self assessment checklists at the beginning and end of the quarter and asked students to write a report about their progress in the three modes (interpersonal, presentational, interpretive). Our aim was to use the feedback to inform curricular changes in first and second year, which would be implemented in the fall of 2016. However, the German section decided at the end of spring quarter 2015 to adopt the current first-year textbook for both first and second year, which will involve a major restructuring of the curriculum. Since the data we collected this year will no longer be directly relevant, and since the new first-year sequence will have to be very carefully monitored through assessment during the 2015-2016 academic year (and second year starting 2016-2017), it will be crucial to continue collecting data next year to inform future implementation of further changes.</td>
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Assessment Measures | SLOs Assessed | Degree Program | Results
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Assessment test in Japn 104 | 2,4 | Japanese BA | Japanese faculty decided to closely examine the proficiency levels of those who take Japn104, an elementary level Japanese course for “false beginners.” Specifically, we collected data on their performance in three areas: (i) grammar, (ii) reading, and (iii) the orthography including kanji or the Chinese characters. Twenty-one students took the assessment test during the first week in Fall Quarter 2014.

The most significant difficulty was observed in kanji production (average accuracy of 39% accuracy), followed by reading comprehension (an average accuracy of 53%), kanji recognition (average accuracy of 65%), and grammar (average accuracy of 75%). The results of the collected data allow us to assess the appropriateness of our current prerequisites (i.e., 2 years of high school Japanese with proficiency in hiragana, katakana, and 150 basic kanji) and to adjust them if necessary.
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<td>Exams, essays, and oral presentations in 301, 302, and 401</td>
<td>1,2,4</td>
<td><strong>Spanish BA</strong></td>
<td>The faculty in the section analyzed the work of heritage and native speakers in advanced level grammar and composition courses as it compares with the work of non-native or non-heritage speakers. The results found that heritage and native speakers do extremely well in terms of oral production, particularly when it comes to talking about daily life situation in the present and past. We found that they have more problems when trying to communicate about hypothetical situations or non-completed situations that require the subjunctive. In particular, however, the area in which the lacked proficiency was spelling and control over linguistic terms and literary terms that non-heritage speakers are well familiar with. The Spanish section will therefore examine next year the possibility of introducing a grammar and composition sequence specifically designed for heritage students and native speakers. The sequence will tackle, specifically, those areas that are most difficult for them, while not emphasizing others that they are well familiar with and have good control over. In the survey we conducted, virtually every respondent confirmed the desire for such a sequence to be offered and the willingness to take it.</td>
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