

Department of World Languages and Literatures

Assessment Plan by Goal 3/18/19

Goals	Language	A Year	B Year	Learning Objectives	Assessment Methods and Procedures	Expectations
1. Effective written communication	Arabic	AR 303		Demonstrate written communication in the target language at the appropriate level for their language: - Arabic: Intermediate Mid	Course-embedded testing and instructor evaluations of student work.	80% of students in class will demonstrate written proficiency at expected level for their language.
	Chinese	CHN 303		Demonstrate written communication in the target language at the appropriate level for their language: Intermediate Low	Course-embedded testing and instructor evaluations of student work. Writing assignment from student portfolio	80% of students in class will demonstrate written proficiency at expected level for their language.
	French	FR 412		Demonstrate written communication in the target language at the appropriate level for their language: - French: Advanced Low	Course-embedded testing and instructor evaluations of student work. One designated writing assignment from student portfolio	80% of students in class will demonstrate written proficiency at expected level for their language.
	German	GER 411, 412		Demonstrate written communication in the target language at the appropriate level for their language: GER: B2 (ACTFL intermediate high-advanced low)	Course-embedded testing and instructor evaluations of student work. Writing assignment modeled on B2 examination	80% of students in class will demonstrate written proficiency at expected level for their language.
	Japanese		JPN 412, 413	Demonstrate written communication in the target language at the appropriate level for their language: - Japanese: Intermediate Mid	Course-embedded testing (Essay in JPN) and instructor evaluations of student work.	80% of students in class will demonstrate written proficiency at expected level for their language.
	Russian	RUS 412		Demonstrate written communication in the target language at the appropriate level for their language. Intermediate Mid (minimal level that students have to show.)	Written in-class or homework essay, probing for language use at the Intermediate High/Advanced low level. Sample of writing task: Write an essay following the given instructions: Imagine that you have recently moved to a new town and you have noticed some problems that effect you and your neighbors. Write a letter to the mayor of your city, describing the problems that you and your neighbors face. Give as much detail as you can. Suggest solutions to these problems.	80% of students in class demonstrate written proficiency at expected level for their language

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	Spanish	SPAN 414		Demonstrate written communication in the target language at the appropriate level for their language: Spanish: Advanced low	Course-embedded testing and instructor evaluations of student work. One designated writing assignment	80% of students in class will demonstrate written proficiency at expected level for their language.
2. Effective oral communication	Arabic		AR 306	Demonstrate oral communication in the target language at the appropriate level for their language: - Arabic: Intermediate Mid	Final speaking project	80% of students in class will demonstrate oral proficiency at expected level for their language.
	Chinese		CHN 304	Demonstrate oral communication in the target language at the appropriate level for their language: Intermediate Low	Course-embedded testing and instructor evaluations of student performance. Oral Proficiency Interview	80% of students in class will demonstrate oral proficiency at expected level for their language.
	French		FR 411	Demonstrate oral communication in the target language at the appropriate level for their language: - French: Advanced Low	Course-embedded testing and instructor evaluations of student performance. "Fait du jour" activity (daily student-led discussion & presentation)	80% of students in class will demonstrate oral proficiency at expected level for their language.
	German		GER 411, 412	Demonstrate oral communication in the target language at the appropriate level for their language: GER: B2 (ACTFL intermediate high-advanced low)	Course-embedded testing and instructor evaluations of student work. Speaking assignment modeled on B2 examination	80% of students in class will demonstrate written proficiency at expected level for their language.
	Japanese	JPN 413		Demonstrate oral communication in the target language at the appropriate level for their language: - Japanese: ACTFL Proficiency Scale Intermediate Mid	Course-embedded testing (abbreviated OPI) and instructor evaluations of student performance	80% of students in class will demonstrate oral proficiency at expected level for their language.
	Russian		RUS 411, 412	Demonstrate oral communication in the target language at the appropriate level for their language. Intermediate Mid (minimal level that students have to show.)	Individual oral interviews with instructor (or individual recordings) answering questions related to course topics. Sample of task: Give a coherent reply to the following questions: What social issues/problems are you concerned about? Which one you would name as the most crucial? Why are you interested in it? Explain this issue in the details.	80 % of students in class.
	Spanish		SPAN 411	Demonstrate oral communication in the target language at the appropriate level for their language: Spanish: Advanced low	Course-embedded testing and instructor evaluations of student performance. One designated oral presentation	80% of students in class will demonstrate written proficiency at expected level for their language.

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3. Knowledge of the target culture and its cultural products and practices	Arabic	AR 441U	AR 411	Demonstrate familiarity with the social, cultural and literary products on the target cultures(s).	Term paper	80% of students in class will meet expectations, defined as a score of (5) on "Knowledge rubrics" (written examination)
	Chinese	CHN 342, 343, 421	CHN 342, 343, 421	Demonstrate familiarity with the social, cultural and literary products on the target cultures(s). Order of dynasties, schools of thought, urban/rural social fabric, or other cultural basics depending on course contents	Course-embedded testing and instructor evaluations of student work. Based on exam essay question; tailor-made questionnaire if necessary	80% of students in class will meet expectations, defined as a score of B- or better on "Knowledge rubrics" (written examination)
	French	FR 341, 342, 343, 344	FR 341, 342, 343, 344	Demonstrate familiarity with the social, cultural and literary products on the target cultures(s).	Course-embedded testing and instructor evaluations of student work. Based on an exam in literature survey course	80% of students in class will meet expectations, defined as a score of (x) on "Knowledge rubrics" (written examination)
	German	GER 341U, 330 (taught in German)	GER 341U, 330 (taught in German)	Demonstrate familiarity with the social, cultural and literary products on the target cultures(s).	Course-embedded project or testing and instructor evaluations of student work. Comprehensive final examination	80% of students in class will meet expectations, defined as a score of (x) on "Knowledge rubrics"
	Japanese	JPN 343, 345, 323, 361	JPN 343, 345, 323, 361	Demonstrate familiarity with the social, cultural and literary products on the target cultures(s).	Course-embedded testing and instructor evaluations of student work. Multiple-choice question test.	80% of students in class will meet expectations, defined as a score of (80%) on a multiple-choice question test.
	Russian	RUS 303	RUS 303	Demonstrate familiarity with the social, cultural and literary products and practices of the target cultures(s).	Culture portfolio. Instructions for culture portfolio: You need to develop a portfolio on the topic: "My Top 20 List of Things I've Learned About Russian Culture." For each entry on your list, explain briefly (1-2 paragraphs) what you know about your choice and why you've included it. You can name things in Russian, but please write the paragraphs in English.	90 % of students in class.
	Spanish	SPAN 34X	SPAN 34X	Demonstrate familiarity with the social, cultural and literary products on the target cultures(s).	Course-embedded project or testing and instructor evaluations of student work. One designated writing assignment in a culture and literature course	80% of students in class will meet expectations, defined as a score of (x) on "Knowledge rubrics"

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4. Cross-cultural (intercultural) understanding or competence	Arabic		AR 411	Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.	Term paper	80% of students in class will meet expectations, defined as a score of (5) on "Intercultural rubrics" (written/oral examination)
	Chinese		CHN 341	Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.	Course-embedded testing and instructor evaluations of student work. Writing assignment from student portfolio	80% of students in class will meet expectations, defined as a score of B- or better on "Intercultural rubrics" (written/oral examination)
	French		FR 330	Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.	Course-embedded testing and instructor evaluations of student work. Based on one section of written exam.	80% of students in class will meet expectations, defined as a score of (x) on "Intercultural rubrics" (written/oral examination)
	German	All 400 level lit/culture courses taught in German except 412/414		Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.	Course-embedded testing and instructor evaluations of student work. Read, describe, analyze & discuss the materials and relate it to the current cultural moment in the US.	80% of students in class will meet expectations, defined as a score of (x) on "Intercultural rubrics"
	Japanese		JPN 412, 413, 494	Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.	Course-embedded testing and instructor evaluations of student work. Class project, essay, or presentation in English.	80% of students in class will meet expectations, defined as a score of B- on one or more of the following criteria: (1) Knowledge of cultural worldview in AACU's "Intercultural" rubric, (2) literary/cultural texts in ACTFL's rubric, and (3) Cultural knowledge in ACTFL's rubric.

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	Russian	RUS 433		Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.	In-class or homework writing assignment: Sample task: Read, analyze, and discuss a given passage from a text that was studied in class. In your analysis address the following points: identify an author and text; point out the textual features that are typical for this author; reflect on the possible interpretations of the passage from the point of view of a Russian reader and an American reader; relying on your experience, suggest what features of the passage should be provided with the cultural explanations; in what way is this author's text similar to or different from American books or films on the same subject matter/time period, and how you would introduce this author to your American friend or readers.	80 % of students in class.
	Spanish	SPAN 33X		Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.	Course-embedded testing and instructor evaluations of student work. One designated oral or written assignment	80% of students in class will meet expectations, defined as a score of (x) on "Intercultural rubrics"
5. Critical Thinking in the Major	Arabic	AR 441U		Analyze and critique cultural products and texts (literary, cultural, or social) of the target culture within their historical, cultural, and generic context, including conducting research tasks.	Term paper	80% of students in class will meet expectations, defined as a score of (5) on "Critical Thinking Rubrics" (written/oral examination)
	Chinese	CHN 490		Analyze and critique cultural products and texts (literary, cultural, or social) of the target culture within their historical, cultural, and generic context, including conducting research tasks.	Course-embedded testing and instructor evaluations of student work. Course paper (final or other)	80% of students in class will meet expectations, defined as a score of B- or better on "Critical Thinking Rubrics" (written/oral examination)
	French	FR 4XX (Literature course)		Analyze and critique cultural products and texts (literary, cultural, or social) of the target culture within their historical, cultural, and generic context, including conducting research tasks.	Course-embedded testing and instructor evaluations of student work. Course paper (final paper or other)	80% of students in class will meet expectations, defined as a score of (x) on "Critical Thinking Rubrics" (written/oral examination)

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	German		All 400 level lit/culture courses taught in German except 411/412/414	Analyze and critique cultural products and texts (literary, cultural, or social) of the target culture within their historical, cultural, and generic context, including conducting research tasks.	Course-embedded testing and instructor evaluations of student work. Final research paper that examines the materials within its cultural and historical context.	80% of students in class will meet expectations, defined as a score of (x) on "Critical Thinking Rubrics"
	Japanese	JPN 343, 345, 323, 361		Analyze and critique cultural products and texts (literary, cultural, or social) of the target culture within their historical, cultural, and generic context, including conducting research tasks.	Course-embedded testing and instructor evaluations of student work. Paper or exam.	80% of students in class will meet expectations, defined as a score of "Meets" on (1) Explanation and (2) Evidence in "Critical Thinking Rubrics"
	Russian		RUS 330U	Analyze and critique cultural products, texts, and practices (literary, cultural, or social) of the target culture within their historical, cultural, and generic context, including conducting research tasks.	Annotated bibliography. Sample of task: Students would have to gather a number of sources, annotate them for point of view, use of sources, type of publication (for example, historians' opinions and assessments of Tsar Nicholas II.) Evaluation will be based on 2 or 3 (?) points in the Critical thinking rubric (explanation of issues, evidence, context).	80 % of students in class.
	Spanish		SPAN 42X, 43X	Analyze and critique cultural products and texts (literary, cultural, or social) of the target culture within their historical, cultural, and generic context, including conducting research tasks.	Course-embedded testing and instructor evaluations of student work. One course paper	80% of students in class will meet expectations, defined as a score of (x) on "Critical Thinking Rubrics"