

Department of World Languages and Literatures  
Assessment Plan by Language 10/28/2022

Language	Goals	A Year (AR22-23)	B Year (AR23-24)	Learning Objectives	Assessment Methods and Procedures	Expectations	Results	Plan for Improvement Based on Results
Arabic	1. Effective written communication	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.		
	2. Effective oral communication		AR 303	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.		
	3. Knowledge of the target culture and its cultural products and practices	AR 360	AR 411, 441U or 40X	Demonstrate familiarity with the social, cultural and literary products on the target culture(s).	Term paper	80% of students in class will meet expectations, defined as a score of 5) on "Knowledge rubric" (written examination)		
	4. Cross-cultural (intercultural) understanding or competence		AR 411, 441U or 40X	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 rubric" (written/oral examination)		
	5. Critical Thinking in the Major	AR 441U (AR 302 if AR 441U is not offered)		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 rubric" (written/oral examination)		
French	1. Effective written communication		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.		
	2. Effective oral communication	FR 326		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. "Par du jour" activity (daily student-led discussion & presentation)	80% of students in class will demonstrate oral proficiency at expected level for their language.		
	3. Knowledge of the target culture and its cultural products and practices	FR 341, 342	FR 343, 344	Demonstrate familiarity with the social, cultural and literary products on the target culture(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 80% on "Knowledge rubric" (written examination)		
	4. Cross-cultural (intercultural) understanding or competence	FR 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. Based on one section of written exam.	80% of students in class will meet expectations, defined as a score of 80% on "Intercultural rubric" (written/oral examination)		
	5. Critical Thinking in the Major	FR 423	WLL 319U	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 80% on "Critical Thinking Rubric" (written/oral examination)		
German	1. Effective written communication		GER 303, 342	Demonstrate written communication in the target language at the appropriate level for their language: GER, BI (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.		
	2. Effective oral communication		GER 302, 341U	Demonstrate oral communication in the target language at the appropriate level for their language: GER, BI (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.		
	3. Knowledge of the target culture and its cultural products and practices	GER 341U, 330 (taught in German)	GER 341U, 330 (taught in German)	Demonstrate familiarity with the social, cultural and literary products on the target culture(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 6) on "Knowledge rubric" (written examination)		
	4. Cross-cultural (intercultural) understanding or competence	AR 400 level (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 8) on "Intercultural rubric"		
	5. Critical Thinking in the Major	AR 400 level (Culture courses taught in German except 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 6) on "Critical Thinking Rubric"		
Japanese	1. Effective written communication		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.		
	2. Effective oral communication	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 OP) and instructor evaluations of student performance	80% of students in class will demonstrate oral proficiency at expected level for their language.		
	3. Knowledge of the target culture and its cultural products and practices	JPN 343, 345, 361	JPN 343, 345, 361	Demonstrate familiarity with the social, cultural and literary products on the target culture(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.		
	4. Cross-cultural (intercultural) understanding or competence		JPN 412	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 8) on one or more of the following criteria: (1) Knowledge of cultural words in AACU's "Intercultural" rubric; (2) literary/cultural texts in ACTFL's rubric; and (3) cultural knowledge in ACTFL's rubric.		
	5. Critical Thinking in the Major	JPN 343, 345, 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 Rubric"		
Russian	1. Effective written communication	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 affect 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)		
	2. Effective oral communication	RUS 411 or 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 interview 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.		
	3. Knowledge of the target culture and its cultural products and practices	RUS 303	RUS 303	Demonstrate familiarity with the social, cultural and literary products and practices of the target culture(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.	80 % of students in class.		
	4. Cross-cultural (intercultural) understanding or competence		RUS 431	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 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.		
	5. Critical Thinking in the Major		RUS 330U, 421	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 (7) points in the Critical thinking rubric (explanation of issues, evidence, context).	80 % of students in class.		
Spanish	1. Effective written communication	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		SPAN 311 and 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 oral proficiency at expected level for their language.		
	3. Knowledge of the target culture and its cultural products and practices	SPAN 34X	SPAN 34X	Demonstrate familiarity with the social, cultural and literary products on the target culture(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 6) on "Knowledge rubric"		
	4. Cross-cultural (intercultural) understanding or competence	SPAN 33X	SPAN 331, 341, 344, 345 or 411	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 6) on "Intercultural rubric"		

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Assessment Plan by Language 10/26/2022

Language	Goals	A Year (#22-23)	B Year (#23-24)	Learning Objectives	Assessment Methods and Procedures	Expectations	Results	Plan for Improvement Based on Results
	5. Critical Thinking in the Major		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 80 on "Critical Thinking Rubrics"		