

Department of Asian Languages and Cultures

Assessment Plan Revised 1/28/2014

I. Department Student Learning Statement

We revised our departmental mission statement in the spring of 2014. The revised statement is as follows:

The Department of Asian Languages and Cultures (ALC) serves as a home for the study of Asia, both for broad comparative and cultural studies of the history, literature, film, art, music, and society in Asia, and for the more focused study of Japanese or Chinese language and culture. The department thus offers an interdisciplinary major and minor in Asian Studies (with a focus on China, Japan, or South Asia), as well as a major and minor in Japanese or Chinese Language and Culture. Students may study in Asia on a variety of approved study abroad programs, and live in Chinese or Japanese language houses. Language proficiency along with a sophisticated understanding of one Asian culture and its relation to Asia is a primary goal for ALC majors. Non-majors may take a variety of courses in English which treat the many cultures in South, Southeast, Central and East Asia.

The department's objectives are

- To promote the study of Chinese and Japanese languages and cultures as an integral part of a liberal arts education.
- To provide students with a firm foundation in fields such as literature, film, linguistics, and translation studies.
- To help prepare students for their life-long engagement with Asia and a larger world.
- To support the College's mission of internationalism, multiculturalism, and civic engagement.

II. Learning Goals and Outcomes

The following learning goals and outcomes have been defined for each major (Asian Studies, Japanese Languages and Culture, and Chinese Language and Culture).

Asian Studies Major

- 1) Goal: Students develop a broad knowledge of Asia.

Outcomes:

- a. Students can survey pan-Asian issues in India, China and Japan (geographical,

historical, political, social, aesthetic, religious, cultural, etc.).
[Assessed through exams and essay assignments in ASIA11]

b. Students gain familiarity with Asia beyond the region of their specialty.
[Assessed through coursework in ASIA111 and in the required two courses (The majors are required to take two courses on another area or country in Asia or on diasporic movement.)]

2) Goal: Students develop expertise in a specific country or region within Asia in their field of specialization such as anthropology, art history, economics, history, music, philosophy, political science, and religious studies.

Outcomes:

a. Students gain familiarity with standard bibliographical sources in their chosen discipline, both in printed and electronic form, and develop the skills to use them effectively for their own Asian Studies research.
[Assessable through coursework and senior capstone papers.]

b. Students develop analytical skills that enable them to critically express their views and their scholarly findings in writing on Asian Studies topics.
[Assessable through coursework and senior capstone papers.]

3) Goal: Students attain language proficiency in the language of their major focus (Chinese, Japanese or a South-Asian language).

Outcome:

Students demonstrate basic competence in speaking, listening, reading, and writing.
[Assessable through coursework in language courses.]

4) Goal: Students gain experience in cultural immersion.

Outcome: Students on the Chinese or Japanese language track will hone their language skills from cultural immersion in the relevant linguistic environment. All students on study abroad will develop a first-hand knowledge of the culture and society of a particular country in Asia.
[Assessable through students' reflective essay on their study abroad experience.]

Japanese Language and Culture Major

1) Goal: Students gain a broad and deep understanding of Japanese culture.

Outcomes:

a. Students develop expertise in literature, film, linguistics, and/or other aspects of Japanese culture (i.e., race and ethnicity, gender and sexuality, popular culture, and so on). This includes the ability to interpret, analyze, and critique cultural phenomena, as well as the

ability to communicate their interpretations verbally.

[Assessable through research papers in courses such as JAPA235, 251, 255, and 335.]

- b. Students conduct original, independent research on specific text(s) or issue(s) related to their academic interests (i.e., literary theory, film studies, linguistics). In order to meet this goal, students practice methodological, bibliographic, and communication skills. They present their final projects in both oral and written form.
[Assessable through research papers and senior capstone papers.]

- 2) Goal: Students develop the Advanced-Mid or Advanced-High level proficiency in the Japanese language, which is based on the ACTFL (American Council for the Teaching of Foreign Languages) guidelines.

Outcomes:

- a. Listening
Students are able to understand the main ideas of various speech including discussion and narratives. They comprehend idiomatic and colloquial expressions and register shifting. Understanding is aided by an awareness of the underlying organizational structure of the oral text.
- b. Reading
Students are able to follow essential points of written discourse such as newspaper, essays, short stories, etc. They are able to understand parts of texts which are conceptually abstract and linguistically complex and texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of Japanese culture.
- c. Speaking
Students can contribute to conversations on a variety of familiar topics with accuracy, clarity and precision. They demonstrate the ability to narrate and describe in all major time frames (past, present, and future) and the ability to express an opinion. They can use situationally appropriate language such as honorifics and casual speech.
- d. Writing
Students are able to write about familiar topics relating to interests and events of current, public, and personal relevance. Their writing exhibits a number of cohesive devices in producing texts of several paragraphs in length. There is good control of the most frequently used syntactic structure. They are able to use Sino-Japanese compound words and idiomatic expressions effectively.

[Assessable through coursework in JAPA407 and/or 408.]

- 3) Goal: Students gain experience in cultural immersion.
- a. Outcome: Students will hone their language skills from cultural immersion in the relevant linguistic environment. All students on study abroad will develop a first-hand knowledge of the culture and society of a particular country in Asia.

[Assessable through students' reflective essay on their study abroad experience.]

Chinese Language and Culture Major

- 1) Goal: Students gain a broad and deep understanding of Chinese culture.

Outcomes:

- a. Students develop expertise in literature, film, and/or other aspects of Chinese culture (i.e. gender and sexuality, popular culture, new media and so on). This includes the ability to interpret, analyze, and critique cultural phenomena, as well as the ability to communicate their interpretations verbally.

[Assessable through research papers in courses such as CHIN194, 255, 294, and 494.]

- b. Students conduct original, independent research on specific text(s) or issue(s) related to their academic interests (i.e., literary theory, film studies, linguistics). In order to meet this goal, students practice methodological, bibliographic, and communication skills. They present their final projects in both oral and written form.

[Assessable through research papers and senior capstone papers.]

- 2) Goal: Students develop the Advanced-Mid or Advanced-High level proficiency in the Chinese language, which is based on the ACTFL (American Council for the Teaching of Foreign Languages) guidelines.

Outcomes:

- a. Listening

Students are able to understand the main ideas of various speech including discussion and narratives. They comprehend idiomatic and colloquial expressions and register shifting. Understanding is aided by an awareness of the underlying organizational structure of the oral text.

- b. Reading

Students are able to follow essential points of written discourse

such as newspaper, essays, short stories, etc. They are able to understand parts of texts which are conceptually abstract and linguistically complex and texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of Chinese culture.

- c. **Speaking**
Students can contribute to conversations on a variety of familiar topics with accuracy, clarity and precision. They demonstrate the ability to narrate and describe in all major time frames (past, present, and future) and the ability to express an opinion. They can use situationally appropriate language, be it formal or informal.
- d. **Writing**
Students are able to write about familiar topics relating to interests and events of current, public, and personal relevance. Their writing exhibits a number of cohesive devices in producing texts of several paragraphs in length. There is good control of the most frequently used syntactic structure, words and idiomatic expressions.

[Assessable through coursework in Chinese 407 and 408.]

3) **Goal:** Students gain experience in cultural immersion.

- a. **Outcome:** Students will hone their language skills from cultural immersion in the relevant linguistic environment. All students on study abroad will develop a first-hand knowledge of the culture and society of a particular country in Asia.

[Assessable through students' reflective essay on their study abroad experience.]

III. Department Assessment Strategies

- a. **Faculty Assessment Rubric:** ALC has developed and revised the rubric for Japanese/Chinese language and culture major. The Rubric is to evaluate students' understanding of the culture and language (See the attached form).
- b. **Capstone projects/honor thesis/independent study:** Seniors can choose to do one of the graduation projects to demonstrate their research and language abilities. Their communication skills are also assessed through their capstone oral presentation.
- c. **Students' reflective essay on their study-abroad experience:** we assess students' cultural immersion and their understanding of the cultural through their reflective essay.

IV. Four-Year Timeline to Implement Assessment Strategies

We have been implementing all the above-mentioned assessment Strategies since 2010. We will continue to do so in the following four years. We will also review and revise the Faculty Assessment Rubric in 2014 so that it can reflect a more nuanced understanding of students' skills.