

**Department of Modern and Classical Languages  
College of Arts and Sciences  
University of San Francisco**

**Self-Study**

FRENCH STUDIES, pp. 17-23

JAPANESE STUDIES, pp.24-39

AND SPANISH, pp. 40-60

Additional Self-Study Information, pp. 78-131

**March 2010**

## Table of Contents

<b>I. Mission and History</b> .....	5
A. Mission.....	5
B. History.....	6
(1) Previous program review and changes made .....	6
(2) Degree Programs.....	11
(3) Declared majors, minors, and certificates.....	11
(4) Student credit hours, number of faculty, and credit hours per faculty for each program.....	12
(5) Recent Program History.....	13
C. Faculty and Staff Demographics.....	15
<b>II. Program Self-Study</b> .....	17
<b>1. French Studies Self-Study (Major and Minor)</b> .....	17
(1) Curriculum .....	17
A. General Overview.....	17
B. Undergraduate Program.....	18
(2) Assessment.....	20
(3) Faculty.....	20
A. Teaching .....	20
B. Brief Faculty Biographies.....	21
C. Relationship with Other Departments and Programs.....	22
D. Recruitment and Development.....	22
(4) Diversity and Internationalization.....	22
(5) Program Plan for the Future .....	22
<b>2. Japanese Studies Self-Study (Major, Minor, and Certificate)</b> .....	24
(1) Curriculum .....	24
A. General .....	24
B. Distinctive Features.....	24
C. Undergraduate Program.....	25
D. Admission and Transfer Policies.....	31
E. Advising.....	31
F. Academic Quality.....	31
(2) Assessment.....	32
(3) Faculty.....	32
A. Teaching .....	33
B. Brief Faculty Biographies.....	33
C. Relationship with other Departments and Programs.....	37
D. Recruitment and Development .....	37
(4) Students .....	38
(5) Diversity and Internationalization.....	38
(6) Program Plan for the Future .....	38
<b>3. Spanish Self-Study (Major and Minor)</b> .....	40
(1) Curriculum .....	40
A. General Overview.....	40
B. Undergraduate Program.....	40
C. Advising .....	43
(2) Assessment.....	45
(3) Faculty.....	46
A. Teaching .....	46
B. Brief Faculty Biographies.....	47
(4) Students .....	52
(5) Diversity and Internationalization.....	53

(6) Program Plan for the Future .....	55
<b>4. Chinese Studies Self-Study (Minor) .....</b>	<b>61</b>
(1) Curriculum .....	61
A. General Overview .....	61
B. Undergraduate Program .....	62
C. Advising .....	63
D. Admission and Transfer Policies .....	64
E. Academic Quality .....	64
(2) Assessment .....	64
(3) Faculty .....	65
A. Teaching .....	65
B. Research .....	67
C. Service .....	67
D. Relationship with other Departments and Programs .....	68
E. Recruitment and Development .....	68
(4) Students .....	68
(5) Diversity and Internationalization .....	69
(6) Program Plan for the Future .....	69
<b>5. German Studies Self-Study (Minor) .....</b>	<b>71</b>
(1) Curriculum .....	71
A. General Overview .....	71
B. Undergraduate Program .....	71
C. Advising .....	75
D. Academic Quality .....	75
(2) Faculty .....	75
A. Teaching .....	75
B. Research .....	76
C. Service .....	76
D. Relationship with other Departments and Programs .....	76
E. Recruitment and Development .....	77
(3) Program Plan for the Future .....	77
<b>III. Departmental Governance .....</b>	<b>78</b>
<b>IV. Staff .....</b>	<b>78</b>
<b>V. Technology and Informational Resources .....</b>	<b>79</b>
<b>VI. Facilities .....</b>	<b>80</b>
<b>VII. Departmental Plan for the Future .....</b>	<b>82</b>
<b>VIII. Appendices .....</b>	<b>84</b>
Appendix 1: French Studies Required/Elective Courses for the Major and the Minor .....	84
Appendix 2: French Studies Course Descriptions .....	84
Appendix 3: French Studies Program Goals and Outcomes .....	87
Appendix 4: Japanese Studies Program Goals and Outcomes .....	94
Appendix 5: Japanese Studies Program Learning Outcome Rubrics .....	96
Appendix 6: Japanese Studies First Year Assessment Report .....	101
Appendix 7: Japanese Studies Required/Elective Courses for the Major, Minor, and Certificate .....	109
Appendix 8: Japanese Studies Course Descriptions .....	111
Appendix 9: Spanish Required/Elective Courses for the Major and the Minor .....	114
Appendix 10: Spanish Program Goals and Outcomes .....	115

Appendix 11: Chinese Studies Required/Elective Courses for the Minor .....	123
Appendix 12: Chinese Studies Course Descriptions .....	123
Appendix 13: Chinese Studies Program Learning Outcomes .....	124
Appendix 14: German Grading Rubric for Oral Presentation .....	126
Appendix 15: German Grading Rubric for Term Paper .....	127
Appendix 16: MCL By-Laws (Revised in December, 2007) .....	128



## **I. Mission and History**

### **A. Mission**

In keeping with the Mission Statement of the University of San Francisco, the Department of Modern and Classical Languages aims to "prepare men and women to shape a multicultural world with creativity, generosity and compassion." The University's ethical mission is both complemented and reinforced by the increasing interdependency of the global economy, which concretely impacts such professional fields as banking, communication, government, health services, law, information science, marketing, tourism, education, diplomacy, and commerce.

The Department of Modern and Classical Languages (MCL) offers Majors in French Studies, Japanese Studies, and Spanish, Minors in Chinese Studies, French Studies, German Studies, Japanese Studies, and Spanish, and a Certificate in Japanese Studies. The Department also offers a wide range of foreign language courses that count toward college foreign language requirements. Languages covered include: Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, Spanish, and Tagalog. Swahili and American Sign Language courses will be added from fall 2010. The Department is involved in a number of USF interdisciplinary programs including African Studies, Latin American Studies, International Studies, European Studies, Performing Arts, Comparative Literature and Culture, Asian Studies, Jewish Studies, Classical Studies, Filipino Studies, and Film Studies.

The Department unreservedly promotes language acquisition as a requirement for the accomplishment of this objective. Learning a language introduces students to the inner workings of language in general, including their own, provides a point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies both outside the U.S. and within our increasingly multicultural communities. Whether as a tool to investigate the past, to analyze the present, or to forecast the future, knowledge of languages and cultures provides USF students with intercultural access they would otherwise lack.

In addition to its rich language curriculum, the Department offers a wide range of courses that pertain to literary, linguistic, cultural, social, and historical aspects of the many languages it covers. The Department's multifaceted approach provides a deeper insight into language studies and directly inspires tolerance and informed understanding of other cultures, in keeping with the University's broader mission.

The Department fosters close student-teacher relationships as a fundamental factor in the process of learning languages. Extra-curricular activities such as reading and cultural clubs, volunteer opportunities and internships are among the many options the Department promotes as a means of connecting to the culturally diverse communities in San Francisco, the Bay Area and California.

Significant numbers of students in the department actively participate in exchange programs in China, France, Germany, Japan, Latin America, and Spain and return with improved language proficiency and substantial cultural experience. Such programs provide an indispensable immersion into language and culture that complements the Department's curriculum.

## **B. History**

### **(1) Previous program review and changes made**

The Department's most recent external review occurred in the spring of 1994. The Department received very thorough and useful recommendations that guided the Department and the College toward improvements in many areas. The following lists the reviewers' recommendations and the corresponding changes enacted by the department.

#### **a) Departmental ethos**

*"The reviewers agree that a constructive, positive attitude expressing a relationship of mutual interest, interdependence, and professional respect first needs to be established in the Department and should inform all discussions and decisions the faculty might undertake."*

This has been a long-term challenge for the Department especially because the Department comprises 13 independent language programs, each with its own interests and issues. In that sense, the Department is best regarded as a small college. However, in the past few years, the Department increased faculty interaction by introducing in-house workshops for technology use and language instruction, the LCC (Language and Culture Center) committee, an LCC open house, Christmas and year-ending parties for MCL faculty and students, etc. These plenary meetings have promoted common interest and better communication among the MCL faculty members. Also, last year, the Dean's Office appointed an Asian Language Director (Noriko Nagata) to supervise Chinese, Japanese, and Tagalog, and a Western Language Director (Karyn Schell) to oversee the rest of the language programs, including Arabic, French, German, Greek, Hebrew, Italian, Latin, Portuguese, Russian, and Spanish. That arrangement has beneficially focused efforts on inter-program cooperation across more closely related languages.

#### **b) Curriculum**

*1) The reviewers recommended that lower division language instruction be reconciled through an open discussion in a workshop on contemporary applied linguistics and second language acquisition.*

The Department has actively promoted open discussion on contemporary applied linguistics and second language acquisition through a series of workshops and department meetings. However, full-time faculty members who do not specialize in linguistics and second language acquisition rarely participate in the workshops. Since two-thirds of the full-time faculty in the department specialize literature, we need to increase the percentage of faculty specializing in linguistics and second language acquisition. This imbalance affects language curriculum development and commitment to the improvement of language teaching effectiveness. As indicated in the next bullet item, language courses are the foundation of any language department, and of the MCL department in particular. Therefore, the MCL department needs more full-time faculty actively engaged in language teaching and language curriculum development.

*2) The reviewers stated that "everyone must teach language courses" because "language*

*courses are the backbone of any language and literature department.” Also, “at least one of the sections should be taught by a full-time instructor who would assume supervisory responsibilities for the other section.”*

In terms of student credit hours in MCL for the past two years (French Studies, Japanese Studies, and Spanish together), 81% of student credit hours occur in language courses. Thus, the preponderance of enrollments in MCL are due to language courses and those language courses are indeed the foundation of the department. For that reason, the Dean's Office and the department chair have been encouraging every full-time faculty member to teach at least one language course per semester. However, the majority of the full-time faculty members in MCL are teaching mostly literature courses rather than language courses. Therefore, most of the language courses in the Spanish and French programs are taught by adjunct professors. To improve this situation, the Dean approved two full-time assistant professor positions in linguistics and pedagogy, one for Spanish and the other for Chinese (because the Chinese Studies curriculum has also been expanding). We received over 100 applications for each position and the search committee members reviewed a number of excellent applications this year. Unfortunately, both searches were suspended due to budgetary issues. We hope that the Dean's office will be able to re-open the positions as soon as possible. Without question, we need more linguistics/pedagogy full-time faculty who are actively engaged in language teaching, educational technology, second language acquisition, and curriculum development. The Spanish faculty also emphasized the need for greater continuity and a smoother transition from their lower-division language courses to upper-division content courses taught in Spanish. We hope that the new positions help to bridge lower-division and upper-division courses, in order to enhance content-based language instruction, and to improve students' language proficiency.

*3) Related to the previous item, the reviewers expressed concern that some of the programs were overstaffed by part-time instructors.*

The first three semesters of language courses in MCL fulfill college foreign language requirements. Accordingly, the department offers a large number of lower-division language courses. For example, we offered a total of 20 Spanish language classes, 10 French language classes, and 8 Japanese language classes in fall 2009. Due to the small number of full-time faculty in language pedagogy, the language courses in the French and Spanish programs have been taught mostly by part-time instructors. A related issue is that we have many small non-degree programs that only offer lower-division language courses (Arabic, Greek, Hebrew, Italian, Latin, Portuguese, Russian, Tagalog, Swahili, and American Sign Language, the latter two of which are slated to begin instruction in Fall 2010). The wide variety of small, non-degree programs is a unique strength for a department situated in the Bay Area's multicultural environment and it would be unrealistic to staff all of them with full-time faculty.

*4) The reviewers mentioned that “specific recommendations concerning sequence, rotations, and prerequisites were made to the French faculty.”*

The French faculty has reworked its curriculum and rotations, which facilitated course scheduling. Please see the section below on the French Studies curriculum.

5) *The reviewers pointed out that "the Spanish major needs to be more clearly focused in terms of the sequence and distribution of courses in the curriculum and the prerequisites needed for participation in classes above the surveys (327, 328, and 332)."*

The Spanish program is actively engaged in curriculum reform. Please see the section of the Spanish curriculum.

6) *The reviewers commented that "Japanese has grown from a marginal language program to a fully developed certificate program with an expanding and enthusiastic student clientele; The sequencing of courses and use of faculty resources seems exemplary in its focus on achieving well defined programmatic goals; Moreover, the Japanese program is employing and developing the latest in computer-instruction technology which promises to distinguish it as a leader in the field."*

The Japanese Program had only a Minor program and a Certificate program at the time of the external review, but the new Japanese Studies Major program was created in 2004. Accordingly, the curriculum was greatly expanded. Also, the Robo-Sensei software program was developed and has been fully integrated in the Japanese curriculum.

7) *The reviewers recommended that the Department promote Italian, German, Chinese, and classical languages (Latin and Greek).*

The Chinese program was largely expanded by hiring a tenure-track assistant professor who has instituted a successful minor program (see the section of the Chinese Studies Self-Study). The Italian and German programs have been managed by only adjunct faculty members, but their course enrollments have been sound (First Semester Italian has been filled to capacity for many years). Latin has been taught by a full-time faculty member and is enjoying solid enrollments as well but Greek had been taught by an adjunct professor for several years and has only been a directed study option this year due to low course enrollment. The Classical Studies Minor started a few years ago. The Department strongly recommended that Latin and Greek should be included as requirements in the Classical Studies Minor curriculum, but our recommendation was rejected. As a result, the Classical Studies Minor is not housed in the Department and is institutionally distinct from the Department's Latin and Greek curricula.

8) *The reviewers encouraged more participation in the GEC (the General Education Curriculum has been known since 2003 as the Core Curriculum).*

Over ten years, the department created a number of courses that meet one or more requirements in the College Core Curriculum. We now offer a total of 16 College Core Curriculum courses and our participation and visibility have been definitely increased.

9) *The reviewers recommended improvement of syllabi (e.g., inclusion of a calendar, grading policies, attendance policies, academic honesty statements, goals, objectives, etc.)*

The Dean's Office provides syllabus templates that systematically include all necessary information. All syllabi are required to state learning outcomes and assignment schedules (some professors post weekly assignment schedules on Blackboard instead.)

10) *The reviewers stated that "the peer tutor program does not service all languages offered in the department and this omission is a concern."*

The tutoring programs have improved greatly. We now have a conversation tutor program for every language in which five students are grouped and we provide a native-speaker tutor to practice conversations related to the class for one hour per week, about ten times per semester (Latin and Greek do not have conversation tutors because those are written languages). The MCL program assistant, Jennesis Jensen coordinates hiring of tutors and the scheduling of sessions has become very systematic and manageable. We also have a writing tutor program to help students with writing projects. We currently have a writing center for French, Japanese, Spanish, and German respectively, and each writing center has a different system (see the curriculum section of the respective language program.) In addition, we have a peer tutor program for every language in which instructors request the program coordinator to provide a peer tutor to help a particular student. Overall, the students appreciate the tutoring programs and consider them to be very helpful.

11) *The reviewers stated that "the department is to be commended for its plan to create a new language learning resource center." They also recommended hiring a professional laboratory director.*

A new language lab equipped with Sony LLC-9000 (audio and video components) opened in 1995. We hired a laboratory coordinator at the same time, but she resigned after a year and another person was hired. However, numerous objections regarding the laboratory's management were raised by the Department and the laboratory was closed in summer 2008. Fortunately, the Dean's Office provided the Department with new laboratory space and the Department established the Language and Culture Center (LCC) in fall 2008. Compared to the previous language lab with the traditional Sony LLC-9000 consol and analogue audio system, the LCC meets the current standards of a computer software-based, digital facility. We also hired a new laboratory technician to manage and maintain the LCC and to assist the faculty with technology workshops. For more details about the LCC, see the section below on Technology and Informational Resources.

12) *The reviewers commented that "in the absence of an office for international study, the department must assume a greater role in placing students in the appropriate host institutions and programs abroad."*

We now have the Center for Global Education in which students can obtain the relevant information about study-abroad programs. The Center oversees students' study-abroad applications and necessary paper work, sparing the Department from having to make the often time-consuming and laborious arrangements for our students' participation in study-abroad programs. Our faculty members advise the students to study abroad, if at all possible, and can invite a Center officer to the class to explain about the study-abroad programs. See more details in each program's self-study section.

13) *The reviewers addressed the necessity for more faculty development funds.*

The College has been providing faculty development funds for research and teaching. Many faculty members apply for these funds every year, and most have been awarded the full amount requested, so we have been receiving effective support from the College.

14) *The reviewers encouraged the Department to promote student clubs and activities.*

The Department supports joint activities with student clubs and organizes cultural events involving students. In the Program Self-Study section, each program provides more details about these activities.

#### c) Departmental governance

##### 1) By-laws

*The reviewers recommended creating departmental by-laws.*

The department composed and passed new by-laws in 1994-95 that clarified departmental governance. As the department has evolved, amendments and modifications have been made, most notably in 2000 and 2008.

##### 2) Standing committees

*The reviewers suggested that the Department institute a curriculum committee and a personnel committee.*

We created those committees but there has not been much for them to do. Until recently, course proposals were reviewed and approved by the College Curriculum Committee. More recently, responsibility for the review and approval of new courses has been given to the department who then make recommendations to the Associate Dean. In cases where there is disagreement between an individual faculty member and the department, the course proposal may be reviewed by the College Curriculum Committee (which now oversees new program proposals and major curricular changes). Accordingly, from this academic year, the department chair has been circulating new course proposals to the full-time faculty members for comments or suggestions and for departmental approval.

Faculty hiring is the responsibility of the Dean and the Dean's Office forms the hiring committee for every full-time search. This committee consists of members of the department and at least one outside member. Adjunct faculty searches are administered by each language program. Therefore, the Department's personnel committee never met and has long since been dissolved.

##### 3) Department chair

*"Because Professor Muenk, both in the self-study and during our campus visit, repeatedly expressed his desire to step down from the chairmanship, the evaluators recommend that a new chair be hired for the department from outside the University."*

This did not happen because the Department voted for Professor Muenk to continue as chair and he served for several more years.

##### 4) Departmental planning and mission

*"The reviewers feel that the Missions and Goals of the Department, as expressed in the Preliminary Development Plan (May 1994), have not been the subject of careful, substantive deliberation or reflection in light of the last four years."*

We composed a new mission statement (see above).

*5) The reviewers were critical that "the departmental secretary position was downgraded from 100% to 80% when she relocated within the University, dividing her responsibilities between the department and a master's program in another department."*

This situation was corrected immediately. The Department has a full-time program assistant.

## **(2) Degree Programs**

The department offers baccalaureate degrees in French, Japanese and Spanish, minors in Chinese, French, German, Japanese and Spanish and a certificate in Japanese. In addition, the department participates in a number of interdisciplinary major and minor programs including African Studies, Asian Studies, Classical Studies, Comparative Literature, European Studies, Filipino Studies, Film Studies, International Studies, Jewish Studies, Latin American Studies, and Performing Arts and Social Justice.

## **(3) Declared majors, minors, and certificates**

The following tables present the numbers of declared majors, minors, and certificates in the past five years (updated on December 16<sup>th</sup>, 2009.)

### **MCL Majors**

	2005 F	2006 F	2007 F	2008 F	2009 F
French Studies Majors	8	7	6	4	6
Japanese Studies Majors	10	15	17	23	26
Spanish Majors	13	12	10	18	16
Grand Total	33	35	34	45	48

### **MCL Minors and Certificates**

	2005 F	2006 F	2007 F	2008 F	2009 F
Chinese Studies Minors	5	8	17	15	17
French Studies Minors	9	13	18	19	12
German Studies Minors	6	7	9	11	3
German Studies Certificates	2	1			
Japanese Studies Minors	14	16	9	37	40
Japanese Studies Certificates			1		3
Spanish Minors	29	44	52	32	28
Grand Total	61	87	106	114	103

The following table illustrates the number of degrees awarded.

## MCL Major degrees awarded

	2005 Spring	2005 Fall	2006 Spring	2006 Fall	2007 Spring	2007 Fall	2008 Spring	2008 Summer	2008 Fall	2009 Spring	Grand Total
French Studies	1			1			4	1	1	1	9
Japanese Studies	1	1	2	2	3	1	2	1		2	15
Spanish	6	2	3	2	2		1	1	2	4	23
Grand Total	8	3	5	5	5	1	7	3	3	7	47

**(4) Student credit hours, number of faculty, and credit hours per faculty for each program**

The following table shows student credit hours, number of faculty, and credit hours per faculty for each major program in each semester for the past five years. Most faculty members have been teaching two courses per semester. Faculty on sabbatical are not included, as they are under no obligation to teach.

	2005 F			2006 S			2006 F		
	Student credit hours	Number of faculty	Credit hours per faculty	Student credit hours	Number of faculty	Credit hours per faculty	Student credit hours	Number of faculty	Credit hours per faculty
French Studies	582	6	97	524	6	87	636	7	91
Japanese Studies	746	5	149	504	4	126	672	4	168
Spanish	2050	14	146	1829	12	152	2030	12	169

  

	2007 S			2007 F			2008 S		
	Student credit hours	Number of faculty	Credit hours per faculty	Student credit hours	Number of faculty	Credit hours per faculty	Student credit hours	Number of faculty	Credit hours per faculty
French Studies	548	6	91	750	8	94	708	8	89
Japanese Studies	560	4	140	684	5	137	648	6	108
Spanish	1828	13	141	2248	15	150	1663	13	128



	2008 F			2009 S			2009 F		
	Student credit hours	Number of faculty	Credit hours per faculty	Student credit hours	Number of faculty	Credit hours per faculty	Student credit hours	Number of faculty	Credit hours per faculty
French Studies	918	8	115	882	8	110	1038	8	130
Japanese Studies	768	6	128	612	5	122	784	6	131
Spanish	1772	13	136	1576	13	121	1798	15	120

### **(5) Recent Program History**

#### **Chinese Studies Program:**

The most significant change in the Chinese program took place in 2006 when the first tenure-track faculty member was hired. The program was revised in 2007 and has been expanding in language course offerings, student enrollment, and the number of students declaring a Minor in Chinese Studies. The revised requirement is more balanced in helping students to acquire intermediate-level language proficiency and to build a solid background in Chinese culture and literature. The Chinese program also took over the administration of the Chinese Proficiency Test (a.k.a. HSK) from the Ricci Institute at USF in 2006.

#### **French Studies Program:**

The past five years have seen greater use of technology in the language classrooms (Blackboard, Turnitin, Audacity, blogs and wikis, on-line workbooks, podcasts, etc.) as well as the introduction and development of the French Writing Center to support and promote students' writing. Enrollments in the French language courses have been solid and extra sections have been added in the last few years. Several new courses have been developed that fulfill the university's core requirements (literature and cultural diversity) in order to boost enrollments. Faculty members have integrated some of the many cultural resources offered in San Francisco and the Bay Area into their syllabi, promoting, for example, students' attendance at the San Francisco International Film Festival, the Arab Film Festival, and more. Events organized on campus have ranged from Tim Mooney's *Holier Than Thou* one man Molière show (co-sponsored with Performing Arts) to a screening of Cameroonian director François Woukoache's film about the Rwandan genocide *Nous ne sommes plus morts* followed by discussion with the director in person (co-sponsored with other departments).

#### **German Studies Program:**

The German language courses have undergone some significant changes, based on greater inclusion of instructional technologies and new approaches in language pedagogy in general. There has also been an ongoing effort to coordinate the German curriculum with those of the other language programs in MCL. The program's literature and culture courses have also been significantly revised and strengthened. Collaboration with other programs inside and outside of

the department have caused enrollment to increase and relations among colleagues have improved.

### **Japanese Studies Program:**

The new B.A. program in Japanese Studies began in Fall 2004 and has grown into the largest major and minor program in the MCL Department, in spite of the inherent difficulty of the Japanese language for American students. This striking success reflects the incomparable dedication of the entire Japanese Studies teaching faculty, expansion of the curriculum to include many new, distinctive upper-division courses, and full integration into the Japanese Studies Program of the advanced Japanese instruction software package Robo-Sensei. The Japanese Writing Center was launched four years ago and has been a tremendous success. In terms of international professional exposure, the Japanese Studies Program hosted the CALICO (Computer Assisted Language Instruction Consortium) conference in San Francisco in March 2008 for five days, which drew 400 participants and offered 160 presentations and 12 workshops on research in the field of computer assisted language learning. For over a decade, the Japanese Studies Program has sustained a very successful and heavily utilized undergraduate exchange program with the prestigious Sophia Jesuit University in Tokyo. In Spring 2008, we added another highly distinguished exchange program with Ritsumeikan University in Kyoto. The Japanese Studies Program has organized numerous Japanese cultural events on campus that would be difficult to attend even in Japan, including such high-level activities as Noh drama, Bizen pottery, Okou (incense appreciation), film, Kimono wearing, Tea Ceremony, and so forth.

### **Spanish Program:**

The Spanish Program has been strengthened at the level of language instruction by the hiring of a Coordinator with appropriate expertise. Our enrollments in the second year in particular have improved in part due to collateral support from major and minor programs that require a fourth semester of language study (including Latin American Studies, International Studies and International Business). We have expanded upper-division course offerings within the Core (Service Learning and Social Science in addition to Literature and Cultural Diversity) and in all of our teaching have made efforts to integrate new technologies and approaches. Our students more regularly pursue part of their studies abroad, which adds depth to our courses both as students anticipate departure and as they return, bringing to class both enthusiasm and experience. We approved an assessment plan and continue to seek instruments that will allow us fully to implement it. Revision of the Spanish major and minor is also ongoing. We have been unable to secure a tenure-track position for a Latin Americanist, a problem for which we urgently await a solution.

### **Non-Degree Programs:**

The department includes the following eight non-degree programs: Arabic, Greek, Hebrew, Italian, Latin, Portuguese, Russian, and Tagalog. Greek, Hebrew, Latin, and Portuguese offer 101 (First Semester) and 102 (Second Semester), which are 6-unit courses. The rest of the languages offer 101, 102, and 201 (Third Semester), which are 4-unit courses. Italian and Latin enrollments have been solid. Arabic enrollment increased from one to two sections this semester. Portuguese, Tagalog, Hebrew, Greek, and Russian currently have small enrollments. Hebrew is a part of the Jewish Studies and Social Justice curriculum and Tagalog is a part of the Yuchengco Philippine Studies curriculum, so both of these programs run regularly scheduled

classes in spite of low enrollment. Greek and Russian classes are not required by any degree program (the Classical Studies degree program has no language requirement), so they are offered this semester as directed studies due to low enrollment.

### **C. Faculty and Staff Demographics**

#### **Full-Time Faculty**

Ahmed Bangura, Associate Professor, French, Arabic  
 Karen Bouwer, Associate Professor, French Studies  
 Rose Marie Deist, Professor, Latin  
 Karina Hodoyan, Term Assistant Professor, Spanish  
 Pedro Lange-Churion, Associate Professor, Spanish  
 Zhiqiang Li, Assistant Professor, Chinese Studies  
 Anne Mairesse, Professor, French Studies, Comparative Literature and Culture  
 Noriko Nagata, Professor, Department Chair, Japanese Studies  
 Stephen Roddy, Associate Professor, Japanese Studies  
 Martha Schaffer, Associate Professor, Spanish  
 Karyn Schell, Term Assistant Professor, Spanish  
 Kyoko Suda, Term Assistant Professor, Japanese Studies  
 Ana Urrutia-Jordana, Associate Professor, Spanish

#### **Adjunct Faculty**

David Alvarez-Menendez, Spanish  
 Christine Berry-Locard, French Studies  
 Edith R. Borbon, Tagalog  
 Anne Boucher, French Studies  
 Yelena Camargo, Russian  
 Patricia Cortes-Bodero, Spanish  
 Gaelle Corvaisier, French Studies  
 Aurelie Dargent, French Studies  
 Shawn Doubiago, Comparative Literature and Culture  
 Rafael Dumett, Spanish  
 Laura Gambini, Italian  
 John Garcia, Greek, Spanish  
 Maria-Jose Gonzalez-Salido, Spanish  
 Beatrice Hallier, French Studies  
 Susanne Hoelscher, German Studies  
 Lola Isern, Spanish  
 King, Cristiana, Spanish  
 Joyce Liou, Chinese Studies  
 Marie Lorraine Mallare, Tagalog  
 Cassandra Millspaugh, Spanish  
 Yumi Moriguchi-McCormick, Japanese Studies  
 Yoko Otomi, Japanese Studies  
 Shannon Raintree, Spanish  
 Mark Salfi, Spanish  
 Esti Skloot, Hebrew

Andrea E. Smith, Portuguese  
Josephine Tsao, Chinese Studies  
Claudia Weller, German

**Staff**

Jennesis Jensen, Department Program Assistant  
Michael Lee, LCC (Language and Culture Center) Technician

## **II. Program Self-Study**

### **1. French Studies Self-Study (Major and Minor)**

#### **(1) Curriculum**

##### **A. General Overview**

The French Studies program offers a major and a minor and the major is designed to be completed within four years. (A Freshman with no previous experience can major in French studies, starting with First semester French 101). However, most students who declare a major or a minor have studied French in high school, and will place at the intermediary level as determined by their score on the placement test.

French and francophone culture and literature are crucial to understanding and promoting intercultural exchanges. Upon completion of a French studies major, students will have acquired the linguistic and cultural competency to function in a French speaking environment. The major gives access to the rich literary and cultural heritage of the Francophone world preparing students to pursue graduate work and careers, or undertake volunteer work in a wide variety of Francophone countries.

Lower-division French courses include first, second, third and fourth semester French language courses. The first three semesters of French count toward the foreign language requirement for all students in the College of Arts and Sciences majoring in the Arts, Humanities and Social Sciences. Students majoring in Sciences need only two semesters of French language to fulfill their foreign language requirement. Fourth semester French is the first course required for majors and minors in French. It consists of a review of French grammar in the four areas of listening, speaking, reading and writing, with an emphasis on French and francophone cultures. It also introduces a variety of excerpts of French and francophone literatures.

Our curriculum was revised in 1995, and over the years integrated the study of francophone literatures and cultures. In 2007 a French Culture and Civilization course was implemented as non-literature course, to facilitate the transition between lower and upper division. The study of French and Francophone literatures and cultures, with an emphasis on reading, writing, and textual analyses remain central to upper-division courses. We believe literature provides the richest material for intellectual challenges and thought provoking ideas, a learning goal that is core to the French studies major and minor.

Upper-division French courses include 300-level courses as survey or introductory types of courses. 400 level-seminars concentrate on themes or a variety of subject matters for more in-depth knowledge and understanding of French and francophone literatures and cultures. At the 300-level, Introduction to Textual Analysis provides tools for reading, understanding and analyzing texts. The course is divided by genres: poems, plays, novels, from all periods and origins, French or Francophone. Other 300 level courses are divided by time periods or regions of the world: Introduction to 17<sup>th</sup> and 18<sup>th</sup> Century French Literature and Culture; Introduction to 19<sup>th</sup> and 20<sup>th</sup>/21<sup>st</sup> Century French Literature and Culture; Introduction to Francophone literature: African or francophone speaking countries other than African. 400-level seminars represent topics developed by full-time faculty members based on their research specialties, and personal interests. (See course descriptions below).

## **B. Undergraduate Program**

Appendix 1 lists the courses for the French Studies Major. Appendix 2 provides the course descriptions.

### **The College Core Curriculum**

We currently offer one Freshman seminar in French (taught in English), which counts toward the Literature Core and the Cultural Diversity requirements. Another Freshman seminar listed under the umbrella of the Comparative Literature and Culture program, includes a strong French and francophone literature and culture component. Both are offered by full-time faculty in French.

Our participation in teaching for the College Core Curriculum, Literature C1 is otherwise limited because all our upper-division French literature courses are taught in French, and require advanced competency in, and knowledge of the French language. Yet, we offer one or two courses in French and francophone literatures and cultures in English each semester. These courses contribute to the Core Curriculum in Literature, and the Cultural Diversity designation. Two French and francophone cinema and literature courses also count toward the Film studies and African studies minors.

All our Core courses are taught by full-time faculty. We would like to think that these courses increase our visibility on campus and help us recruit students into the French major or minor. However, they have an enrollment ceiling set at 40, which we consider a serious obstacle to sound pedagogy in a literature program. Enrollments in the Core hover near or at the ceiling in virtually every course taught in English, and sometimes exceed the limit. Lack of individual attention in these large classes also works against promoting our program.

### **The French Writing Center (FWC)**

The French Writing Center is a place where students enrolled in French courses can receive assistance with their writing assignments. The primary goal of the French Writing Center is to help students improve their French writing skills through one-on-one interactive meetings with French faculty who work as Consultants. Consultants provide support with grammar, syntax, proper use of expressions and style. They collaborate in the proofreading of errors using preset composition correction symbols. The FWC is staffed by adjunct faculty.

Attendance at the FWC mandatory or optional depending on the students' competency in the French language and their enrollments in lower or upper division. FWC consultations are mandatory for students enrolled in Fourth Semester French, and serve to better prepare them to meet the level of writing expected in upper-division courses. In consultation with the FWC, Fourth semester French Students write 3 compositions: (A Portrait; A Fictional Short Story; An argumentation about World Issues. For each composition students must schedule four 30-minute one on one meetings at the FWC ( a total of 12 meetings per semester, 6 hours total):

Each meeting addresses one stage of the writing process:

1. Discussion of Topic: Identification and development of ideas.
2. Review of first draft: organization, grammar, syntax
3. Review of second draft: implementation of corrections, other suggestions

#### 4. Final draft

At the end of the semester, these compositions are compiled and printed in the form of a notebook titled *One Year of Fiction in French*. Each student and faculty member receives a free copy, a tool to promote students' work at the FWC.

The FWC is optional for students enrolled in Upper Division French courses but provides support at a more advanced level of writing as expected of them in the third and fourth year of the French major and minor. Students can request individual consultations to work on their specific needs. They can also be referred by their instructors when needed. Consultations for Upper Division students can be scheduled for one full hour.

Since the fall of 2008, students enrolled in Third Semester French also have the opportunity to schedule one 30-minute appointment at the FWC to improve their final draft of a composition. This level of individual support offered to students fulfilling their last semester of Foreign language requirement helps promote language learning, and improves visibility of the French major and minor.

	04S	04F	05S	05F	06S	06F	07S	07F	08 S	08 F	09 S	09 F
French 201										8	1	n/a
French 202	9	13	12	11	8	9	6	14	14	14	13	18
Upper Division	0	2	10	5	3	2	3	1	8	9	0	1
TOTAL Students	9	15	22	16	11	11	9	15	22	31	14	19
Consultant(s)	1	1	1	1	1	1	1	2	2	2	2	2

#### On-line Resources

Students can access the FWC through Blackboard [FRENCH WRITING CENTER RESOURCES (MCL\_001)] to schedule an appointment, access documents to help improve their writing skills. Additional information on Study Abroad programs and Bay Area Francophone events is updated on a regular basis. Faculty can monitor their students' appointments through Blackboard as well.

Information related to the FWC can also be found on the USF website:

- [http://www.usfca.edu/artsci/ug/modern\\_classical\\_languages/flwc/language\\_french.html](http://www.usfca.edu/artsci/ug/modern_classical_languages/flwc/language_french.html) (General Info)
- [http://www.usfca.edu/artsci/ug/modern\\_classical\\_languages/flwc/resources\\_french.html](http://www.usfca.edu/artsci/ug/modern_classical_languages/flwc/resources_french.html) (Accents-Spell-check)
- Students' evaluation of the services offered by the FWC are also accessible on-line at: [http://www.surveymonkey.com/s.aspx?sm=\\_2fZTIocumd6mO\\_2fai4tkbrBg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=_2fZTIocumd6mO_2fai4tkbrBg_3d_3d)

#### Commentary

Since the last revision of the program in 1995, we have established a rotation for the offering of our upper-division courses. We used to offer three courses each year, one or two 300-level

courses in the fall, and one or two 400-level in the spring. Recently, it has become increasingly difficult to field two courses, one at the 300 level, and one at the 400 level. There are two major reasons for that. The University has raised the minimum enrollment cap for all classes to 12 instead of 7. Our enrollments are largely dependent on the economy. In a difficult economy with a weak dollar, students do not have the opportunity to spend their Junior year or even a semester to study in France. They also tend to study Spanish rather than French as the former is perceived as a more practical language both geographically and economically. As a result of reduced upper-division course offerings, and to ensure that students can graduate on time, full-time faculty are routinely offering non-offered courses or last minute cancelled courses as Directed Studies in addition to their regular teaching load.

We are committed to developing more reasonable minimum and maximum enrollment caps in our courses because it affects the quality of our teaching as well as students' learning outcomes. Presently the minimum enrollment level for upper-division French courses at 12 is set too high. The maximum enrollment in our Core courses at 40 is also set too high. Students who have to resort to Directed studies when a class is cancelled do not get the class experience and the contact hours they need to achieve their learning goals. Students in a class of 40 do not get the attention needed for a course with an intensive writing component. Faculty are averse to teaching very large classes, as well as multiple directed studies, which represent an extraordinary amount of time in addition to their regular teaching loads.

## **(2) Assessment**

The College mandated that all baccalaureate and masters degree programs were to have assessment plans in place beginning in Fall 2008. Departments were then to assess a third of their learning goals each academic year as part of a three year assessment cycle. We are currently in the middle of the second year. The French Studies assessment plan is included in Appendix 3. The first year assessment report for the French Studies program will be postponed to Spring 2010.

## **(3) Faculty**

### **A. Teaching**

#### **Faculty Workload and the Curriculum**

Right now, the number of faculty in the French studies program is adequate considering the small number of French majors and minors. Yet we are not offering the breadth of the classes we should be offering students.

#### **Faculty Diversity and Contributions to other programs**

The French program's diversity starts with its faculty. Not only do they come from different cultural backgrounds (France, South Africa and West Africa), they also have academic and research interests that go beyond French to embrace such areas as Comparative Literature, African Literature and Film, Islam and Arabic. This academic breadth enables the faculty to teach in, and sometimes create, other programs at the University of San Francisco, while enriching their approaches to the teaching of French language, civilization and culture. Ultimately, the students of the program end up seeing French within the broader context of world



civilization --- very much keeping in with the mission statement of the University, and a Jesuit Institution.

Course assignments are always driven by the program's needs, faculty preferences and areas of expertise. Since we are only three, and our areas of expertise are diverse, there has not been any conflict in course allocation, so far. Should conflicts arise, however, due consideration will be given to seniority and the nature of the courses in question. Typically, faculty members give priority to teaching courses in the French program first, then to teaching in their specialty and other programs.

### **B. Brief Faculty Biographies**

**Ahmed Bangura** has published articles and translations in the area of African literature, contributed the article "Black, Orientalism ..." in the *New Dictionary of the History of Ideas*, a book on Islam and West African Fiction, and also published a book in Arabic on narratives from the life of the Prophet Muhammad. He is completing a book on the values of Islam, and a version of the same book in Arabic. In terms of teaching, Professor Bangura teaches Introduction to Francophone Literature I, Introduction to Textual Analysis, Twentieth Century French Literature, and Third semester French. He is a member of the Language and Culture as well as the African Studies Committee, and acts as co-adviser to the Muslim Students Association and co-coordinator of French. He also initiated the teaching of Arabic at USF, and is striving to develop Arabic into a minor. He is also the chairman of the Ihsan Foundation for West Africa, a Muslim charity based in California

**Karen Bouwer** has published articles on contemporary French women poets and African women writers. Her research interests include Francophone African literature, African cinema, and gender studies and her book *Gender and Decolonization in the Congo: The Legacy of Patrice Lumumba* is forthcoming with Palgrave Macmillan. Professor Bouwer teaches courses in Francophone Literature II (Francophone World other than Africa); 400 level seminars (Carte d'Identité/Mapping Identity; Migrations; French and Francophone Women Writers; French Algeria, Algerian France); A Season in the Congo (Freshman Seminar); Africa Films Africa; a.k.a. Africa: Mapping African Identity through Literature and Film and has also taught Introduction to 17<sup>th</sup> and 18<sup>th</sup> Century French Literature. She currently co-chairs the African Studies Program and has been actively involved in the Global Women's Rights Forum from its inception almost ten years ago. She has served as the faculty representative on the Board of Trustees and the Jesuit Foundation Grant committee as well as other Arts and Sciences committees. She is currently the review editor for sub-Saharan Africa for *Nouvelles Études Francophones*, the official publication of the Conseil International d'Études Francophones.

**Anne Mairesse** published *Figures de Valéry* at l'Harmattan and has published extensively on 19<sup>th</sup>/20<sup>th</sup> century French poetry and art (Mallarmé, Valéry, Degas, Duchamp) and contemporary French women poets, playwrights, and novelists (Rouzeau, Quintane, Detambel, Salvayre, Olmi, Sekiguchi). She co-authored several publications on Paul Valéry and Mallarmé; Co-edited the proceedings of several poetry conferences including "Other Words" publication of the SF International Poetry festival. Her current research focuses on Humanity - Animality. She is co-editor of a special issue of *l'Esprit Créateur* titled "Facing the Animal" to be published in Fall 2010. Professor Mairesse teaches courses in Introduction to Textual Analysis; French Culture and Civilization; Introduction to 17<sup>th</sup> and 18<sup>th</sup> Century French Literature; Introduction to 19<sup>th</sup> and 20<sup>th</sup> Century French Literature; 400 level seminars (19<sup>th</sup> Century French literature; 20<sup>th</sup> Century

French literature; Representations of the Feminine; Condition of Love; French Culture for Business; French Culture and Civilization; French Cinema and Literature). She also teaches in the Comparative literature and culture program particularly Introduction to Comparative Studies; Senior CMPL Seminar and Political Fictions. She is chair of the Comparative Literature and Culture program and has served on several Arts and Sciences Committees, as well as Departmental committees. She is currently co-organizing the annual 20<sup>th</sup>/21<sup>st</sup> Century French and Francophone Studies International Colloquium to be held in San Francisco in 2011.

At present, there are five adjunct faculty members who teach lower division language courses (101, 102, 201 and 202). Teaching assignments are based on rotation, and seniority. The adjunct faculty members are **Christine Berry, Anne Boucher, Gaëlle Corvaisier, Aurélie Dargent, and Béatrice Hallier**. Full CV's of the adjunct faculty will be available in the External Reviewers Team Room during the site visit.

### **C. Relationship with Other Departments and Programs**

Full-time Faculty in the French program contribute to other programs such as African studies, Comparative Literature and Culture, European studies, Film studies, and Theology and Religious Studies.

### **D. Recruitment and Development**

Other programs in which full-time faculty contribute also contribute to the visibility of the French studies program. Frequently students will pursue a French minor after being exposed to one of our courses promoting French and francophone literature and culture. For example, the Comparative Literature and Culture major and minor require two upper-division foreign language courses. Students often declare an area of concentration for their CMPL major based on the foreign language and/or region of the world that correspond to their foreign language. When CMPL majors choose French as their foreign language requirement, they often declare a French minor as well.

We recognize the need for additional bridging courses between lower-division language and upper-division literature and culture courses. We have attempted to introduce such a course but low enrollments made regular offerings of the course difficult to sustain. In addition, we also identified that a Freshman seminar on French and Francophone culture taught in English would increase our visibility, familiarize students with our program and contribute to recruiting students into the major and minor early in their student's career.

### **(4) Diversity and Internationalization**

Enrollment in the French language program reflects the diversity of the university student population except with regard to gender. There is a strong majority of female students, and few male students. Unlike in the Spanish, Chinese, and Japanese programs, the French major and minor does not typically enroll heritage speakers. In recent years our student population has been largely American, but has also included African, Chicano, European, Filipino, Latino, and Pakistani-American students.

### **(5) Program Plan for the Future**

- Goals for the Major: develop strategies for recruitment and for strengthening ties with other interdisciplinary programs.
- Use Freshman Seminars to recruit more French majors and minors (e.g. a course on French Culture through Cuisine that includes a language component).
- Outreach to local high schools with French programs to recruit more majors and minors.
- Develop a stronger relationship with the International Studies Major. French is a major diplomatic language in both Europe and Africa, two of the regional concentrations available to International Studies students.
- Co-sponsor Francophone events with the African Studies and European Studies programs (such as, for example, The Tournées Festival, <http://www.facecouncil.org/tournees/index.html>).
- Develop a 5-week study tour in the Summer for non-French speaking students in Paris and other places of interest.
- Talk to other likely programs and advisors about the desirability of a language major in conjunction with theirs. esp. for graduate school prospects, but also international employment.

## **2. Japanese Studies Self-Study (Major, Minor, and Certificate)**

### **(1) Curriculum**

#### **A. General**

The Major in Japanese Studies provides a solid, well-rounded grounding in Japanese language, culture, literature, linguistics, and art, with 32 units of required/elective courses covering each of these areas. The program also includes 8 units of elective courses in Japanese history, religion, and business offered by other departments. To maximize the opportunity to acquire Japanese language proficiency and cultural experience, students are encouraged to study abroad through two exchange programs, one with Sophia University and the other with Ritsumeikan University. Some study-abroad course credits can be transferred and substituted for our required/elective courses.

As seen in the table in the Mission and History section, the number of Japanese Studies majors has increased from 10 students in fall 2005 to 26 students in fall 2009, and the number of Japanese Studies minors has also burgeoned from 14 students in fall 2005 to 40 students in fall 2009. The enrollments of most of our courses have been robust and retention has also been strong. Since the Japanese Major only started in 2004, the number of graduates has been small so far.

#### **B. Distinctive Features**

- San Francisco's location on the Pacific Rim affords a uniquely rich cultural context for Japanese study (e.g., Japan Town, Buddhist temples, the Asian Art Museum, the Japanese tea garden, the annual Northern California Cherry Blossom Festival, the Japanese Cultural and Community Center, retreats, etc.). Genuine Japanese food, groceries, books, calligraphy and bonsai supplies, kimonos, and other traditional goods are readily available at local merchants. Local availability of calligraphy supplies is also crucial for the program's very popular course in Zen and the Art of Japanese Calligraphy. The Japanese Consulate of General, the Japan Society, the Japan Foundation, the Asian Art Museum, and the Japanese American Association offer a variety of public lectures and events on Japanese history, culture, politics, economics, etc., in San Francisco. Therefore, students who wish to extend their familiarity with Japanese culture have an unparalleled range of opportunities to choose from in the local area.
- The Robo-Sensei educational software package is widely recognized as the most advanced Japanese language software program available and is fully integrated into the Japanese curriculum. Exercises by ordinary language software programs restrict student responses to a narrow range of fill-in-the-blank phrases or multiple-choice selections. In contrast, Robo-Sensei employs artificial intelligence and natural language processing (NLP) technology and provides extensive sentence-production exercises and detailed feedback messages in response to students' grammatical errors. Robo-Sensei develops a solid foundation of grammatical and sentence-production skill. Moreover, Robo-Sensei's lessons are associated with cultural themes (Tokyo Tour, Kyoto Tour, Department Store, Super Market, and so forth) and are accompanied by an abundance of photographic images of Japan that instill cultural familiarity. By the time students finish each lesson, they have toured a cornucopia of Japanese cities and major cultural sites.

- Our Japanese language courses are all taught by experienced, language-pedagogy experts (with Ph.D., Ed.D., or M.A. degrees in this field), employing state-of-the-art educational technology, teaching methods, and techniques. The instructors also develop close relationships with students. For example, they provide mid-semester individual conferences with the students, and frequently invite them for office visits to review course materials and to monitor their progress one on one.
- The Japanese program does not have graduate student teaching assistants, but it does have Japanese native-speaker conversation tutors for lower-division language courses as well as a Japanese Writing Center tutor for upper-division courses to help students with their writing projects.
- The Japanese Studies Program and its associated Japanese Student Organization sponsor wide range of exciting cultural events for students, staff, and faculty in the USF community, many of which would be difficult to attend even in Japan. Recent events have included a Kimono wearing demonstration on campus; a traditional Noh lecture and performance on campus; a Bizen pottery lecture and exhibition on campus by Sachiko Torok, a licensed master from the town of Bizen, Japan; a Kodou Incense and Haiku ceremony on campus by Sachiko Torok; a question-and-answer session on campus with the director David Boyle and the leading actor Hiroshi Watanabe of "White on Rice" (Japanese-American comedy film); participation in a Shogi (Japanese Chess) demonstration and dinner sponsored by the Japan Shogi Association of San Francisco and the Japanese Consulate General of San Francisco; an authentic Tea Ceremony performed on campus by tea master Seiko Murase; a Shakuhachi (traditional Japanese flute) demonstration on campus by professional Shakuhachi musician Hideo Sekino, and participation in a Way of Tea program (Tea Ceremony demonstration and lecture) organized by the Urasenke Foundation of San Francisco, the Omotesenke Foundation of San Francisco, and the Consulate General of Japan

The Japanese Studies Program web site <http://www.usfca.edu/japanese/index.html> provides a variety of cultural events performed on campus as well as a number of photographic images taken by Professor Nagata of major cultural sites in Japan.

### **C. Undergraduate Program**

#### **1) Learning goals and outcomes**

As part of the college assessment project, the Japanese Studies program designed program goals and learning outcomes in summer 2008 (see Appendix 4: Japanese Studies Program Goals and Outcomes). Program goals focused on language proficiency and knowledge of Japanese culture, literature, and linguistics. Each goal had a number of learning outcomes and we designed rubrics that articulated our standards of achievement in meeting these goals (Appendix 5: Japanese Studies Program Learning Outcome Rubrics.) The assessment report from the first year of data collection is also included in Appendix 6.

#### **2) Degree Requirements**

Appendix 7 lists required courses and electives for the major, minor, and certificate programs. Appendix 8 provides a brief description of each course. There are no concentrations or specialty

areas within Japanese Studies. Rather, students are advised to take a variety of courses in order to be exposed to subject matter and topics related to Japanese Studies taught in different disciplines such as Religious Studies, History, and Business.

The following courses are included in the College Core Curriculum:

JAPN 355 Japanese Literature in Translation	Core C1 literature Core CD Cultural Diversity
JAPN 357 Naturalism in Japanese Literature	Core C1 literature Core CD Cultural Diversity
JAPN 351 Contemporary Japanese Culture	Core F visual and performing arts Core CD Cultural Diversity

First and second semester Japanese courses are counted toward the Minor and the Certificate but they are prerequisites for the Major. The minimum passing grade to advance to the next level of the language course is C-. Students can be placed out from first, second, or third semester Japanese, based on the Japanese placement scores. Most of our upper-division content courses have no prerequisites. The prerequisite of JAPN 410 is JAPN 202, the prerequisite of JAPN 360 is JAPN 310, and the prerequisite of THRS 370 is TERS 366 or TERS 379 or JAPN 310. Upper-division courses are not recommended for freshmen until they finish the Rhetoric and Composition course (RHET 120). Students can take the remaining upper-division courses in any order. Directed studies are also offered to students who need to meet specific graduation requirements or who express a strong interest in pursuing a special topic in Japanese in their senior year.

### 3) Course Rotations

All four levels of lower-division Japanese language courses are offered every semester. For the upper-division language courses, JAPN 301 is offered only in the fall and JAPN 302 is offered only in the spring. Two or three upper-division content courses are offered every semester so that students can choose one or two courses from the options available. For Japanese literature, either JAPN 355 or JAPN 357 is offered every fall. For Japanese culture, JAPN 350 or JAPN 351 is offered every spring. JAPN 410 (Introduction to Japanese Linguistics) and JAPN 310 (Zen and the Art of Japanese Calligraphy) are offered every other year. For Japanese history, one of JAPN/HIST 383, JAPN/HIST 387, and JAPN/HIST 390 is offered every semester. For Japanese religion, JAPN/THRS 368 and JAPN/THRS 370 are offered once in two years. JAPN 397 (Japanese Study Tour) used to be offered in summer, but not for the past few years.

From first semester through fourth semester Japanese, we offer multiple sections of each Japanese course. The sections employ the same syllabus, the same teaching methods, and the same mid-term and final exams to maintain uniformity of learning outcomes across different sections.

### 4) Instructional Methods

We use the textbook *Genki, Vols 1 and 2* (The Japan Times, 1999, 2000) for the four semesters of Japanese (101, 102, 201, 202), *An Integrated Approach to Intermediate Japanese*, 2<sup>nd</sup> Edition (The Japan Times, 2008) for Intermediate Japanese (301) and Advanced Japanese (302), and *Robo-Sensei* as a supplemental resource. Communicative conversational skills are emphasized throughout the Japanese Studies Program's language courses. The language courses include

numerous and varied activities for practicing oral communication, based on newly introduced vocabulary and grammatical structures. In addition, students in all lower-division language courses are required to attend the Conversation Tutor program, in which students meet for one hour per week with a native speaker of Japanese. Sessions are held in groups of five students over a period of ten weeks. Participation in the conversation tutor program counts for five percent of the final grade. About ten native Japanese-speaking students are hired as tutors every semester. Each instructor holds a 30-minute meeting with the tutors per week to provide them with guidelines for each tutorial session. Over the past ten years, student evaluations of the tutor program have been overwhelmingly positive.

Reading components incrementally increase at each level of the lower-division language courses, and 301 and 302 include a great deal of authentic materials presented via the Internet to further develop reading skills and cultural knowledge.

Writing components also increase in length, frequency, and difficulty at each level of the lower-division language curriculum. JAPN 202 includes a (popular) movie making project. Upper-division courses require substantial writing assignments. For example, JAPN 301 (Intermediate Japanese) requires that students compose a 7-minute speech. There is an annual Japanese Speech Contest run by the Japanese American Association of Northern California and the Consulate General of Japan in San Francisco. The students in JAPN 301 receive extra credit for participation in the contest. Professor Nagata accompanied five students to the contest last year and six students this year to compete with a total of about twenty five contestants each year. Two of our students won the 3<sup>rd</sup> and 4<sup>th</sup> prizes this year, which the students found very exhilarating. JAPN 302 (Advanced Japanese) requires that students write a 4-page research paper about Japanese culture. Both writing projects are facilitated by the Japanese Writing Center, in which each student meets with a writing tutor once a week for 30 minutes throughout the semester. The Japanese writing tutor is a Japanese native-speaking graduate student. The students are required to write one paragraph each week and present it to the writing tutor for corrections. There are about 15 students in the upper-division language class, so the tutor spends a total of 7 to 8 hours per week checking essays. The tutor writes a weekly report to the instructor on student progress. The students also send the instructor their drafts at the beginning, mid-way, and final stage of the project for comments and revisions. The Japanese Writing Center has been extremely helpful for the students, and as a consequence, the quality of their writings has significantly improved.

In the four courses the Japanese Studies Program offers on the literary and cultural history of Japan, the texts tend to vary from year to year as new translations, scholarly studies, anthologies or other publications supersede older, more dated materials. For the survey course in Japanese literature, Haruo Shirane's pair of anthologies of traditional literature now have largely supplanted Donald Keene's venerable *Anthology of Japanese Literature*, and new translations have appeared of works such as *Kusamakura* as well as recent fiction by Murakami Haruki and Kirino Natsuo. Moreover, the quality of secondary scholarship now available in English on literary topics has helped to substantially enrich students' appreciation and understanding of Japanese literature. Materials on cultural topics, on the other hand, are less consistent; while studies of contemporary phenomena in music or anime have blossomed in the past decade, some of the topics covered in JAPN 350, such as sumo, the tea ceremony, or martial arts, suffer from a relative paucity of good, up-to-date introductory texts available in English. In addition to close textual analysis and discussion of the materials under study, the instructor introduces relevant historical contexts such as the exclusion policies of the Tokugawa, the feudal structures of

medieval society, or the nationalistic trends of the early and mid-20<sup>th</sup> century. Students are encouraged to explore topics of special interest to them in both culture and literature courses through longer writing assignments, including term papers, but they are also required to absorb and assimilate the topics presented in class, and their competency is tested in in-class tests and quizzes. Each course concludes with students' oral presentations on a topic of their choosing, in some cases as a component of a larger research project that includes a written paper, or in others, as a group assignment that incorporates material covered in class assignments and lectures.

## 5) Enrollments

We formerly offered Japanese 101 (First Semester Japanese) and Japanese 201 (Third Semester Japanese) only in the fall, and Japanese 102 (Second Semester Japanese) and Japanese 202 (Third Semester Japanese) only in the spring. However, starting about five years ago, our enrollments increased and we began to offer all lower-division language courses every semester. Before the Japanese Studies Major began, it was difficult to achieve sufficient enrollment in upper-division language courses but now the enrollment is solid in Japanese 301 and Japanese 302 (about 15 students in each class). The following table illustrates how many sections are offered for courses of each level in a typical academic year.

<u>Fall</u>	<u>Spring</u>
Japanese 101: 3 or 4 sections	Japanese 101: 1 section
Japanese 102: 1 section	Japanese 102: 3 sections
Japanese 201: 2 or 3 sections	Japanese 201: 1 section
Japanese 202: 1 section	Japanese 202: 2 sections
Japanese 301: 1 section	Japanese 302: 1 sections

The enrollment cap for the language courses has been 22. The Department strongly agrees that language classes should be kept small to increase teaching effectiveness. We recommend reducing the cap to 16 or 18 (many other institutions cap enrollment at this level). Japanese 355, 357, and 351 are Japanese program electives as well as fulfilling College Core Curriculum requirements, and those courses fill quickly to maximum enrollment (40). An enrollment of 40 is too large for these courses---a cap of 25 or 30 would be more appropriate. JAPN 310 (Zen and the Art of Japanese Calligraphy) limits enrollment to 20 in order to provide hands-on tutorials in brush-work. This course fills to maximum enrollment immediately. Japanese history courses usually have 10 to 20 students and Japanese religion courses about 25 students. In Arts and Sciences, majors in Arts are required to take the first three semesters of foreign language courses, and majors in Sciences the first two semesters of foreign language courses. Accordingly, lower-division language courses include more non-major students. Also, our literature and culture courses which share with College Core draw many non-major students.

The Asian Studies Major and the International Studies Major started at the same time as the Japanese Studies Major and some Japanese Studies courses are shared with their curricula. For example, four semesters of Japanese or Chinese language courses are required for the Asian Studies Major. Our upper-division courses are included in the Asian Studies Major/Minor as electives. The Asian Studies Minor (20 units) fulfills regional requirements for the International Studies Major. Accordingly, Japanese Studies courses sometimes enroll Asian Studies or International Studies majors.



## 6) New Courses

Most of the required/elective courses for the Japanese Studies Major are currently upper-division courses. We are planning to develop a freshman seminar course and a 200-level content course to expose Japanese Studies majors to cultural content courses already in the first year. Moreover, considering job placement, we intend to develop courses for students to be trained teachers of Japanese at secondary schools.

There are plans to launch the following courses over the next five years:

A 200 level culture course on “Edo Culture”: This course will focus on the Edo period of Japan (17<sup>th</sup> through mid-19<sup>th</sup> centuries when the Shogun government closed Japan to foreign commerce and the Japanese feudal system reached full maturity, prior to the Meiji Restoration). It is important for students to acquire familiarity with the Edo period, since many characteristically Japanese traditions and concepts originated at that time. Professor Nagata has an extensive collection of photographic images of Japanese architecture for that period as well as historical and cultural materials she has gathered in Japan. Those materials will be a great resource for the projected course.

Freshman Seminar on “Discovering Japanese Culture”: This course will provide an introduction to Japanese culture that will include a number of field trips and site visits to locations in the San Francisco Bay Area. The cultural topics covered will be Japanese crafts, religion, tea, calligraphy, flower arrangement, music, films, and martial arts.

Advanced Japanese 2: The Advanced Japanese course is currently the final Japanese language course in the program. Some Japanese Studies majors are placed into third semester Japanese when they enter USF, due to their high school Japanese background. Those students take Advanced Japanese in their sophomore year but there is no language course to take thereafter. It would be better if we could create a regular 4-unit course, Advanced Japanese 2 as a continuation of the current Advanced Japanese course.

Intensive Kanji 1 and 2: USF students can take up to 18 units of coursework per semester, so many of them take four 4-unit courses plus one 2-unit class. To provide students with an opportunity to fill in the last 2-units and to practice more Japanese, it would be a good idea to create two kanji courses, Intensive Kanji 1 and 2 for two units each. In these courses, students can focus on kanji practice and enhance their reading and writing skills, the mastery of which poses a significant hurdle for learners of Japanese.

Business Japanese: We used to offer Business Japanese 1, which drew solid enrollments from USF Business majors many years ago. However, there were few business Japanese textbooks back then, and the course tended to be similar to the regular first semester Japanese course even though it covered some business vocabulary and expressions. Now that more updated business Japanese textbooks are published, it is time to redesign Business Japanese 1, 2, and 3 to focus more substantially on Japanese business language and culture and to offer these courses on a regular basis. The target cohort would consist of USF International Business majors (they can count foreign language courses as electives).

Principles and Practice of Teaching Japanese: This course is designed to train Japanese majors for teaching Japanese at secondary schools in America. It introduces principles of second language acquisition, pedagogical linguistics, teaching methods, and socio-cultural issues.

Seminar on Japanese Literature and Film: Students at USF and nationwide are increasingly conscious of and fascinated by popular cultural forms such as Miyazaki's animated feature films, a trend which spurs many of them to pursue Japanese Studies as a major or minor. This course will attempt to steer these interests toward the study of the symbiosis of film and literature in the twentieth century, in examples such as Abe Kobo's and Teshigahara Hiroshi's respective literary and film versions of *Woman in the Dunes*. This course would be offered primarily to majors who wish to enhance both their reading and aural comprehension skills; although English will be the primary medium of instruction, students will be required to read representative portions of the texts in Japanese, and to view corresponding sections of the films without subtitles. The course thus provides opportunities to explore these topics while simultaneously developing students' language skills.

## **7) Study-Abroad Exchanges Programs**

For more than 15 years, the Japanese Studies Program has maintained a prestigious study-abroad exchange programs with Sophia Jesuit University in Tokyo. Sophia University offers all levels of Japanese language courses as well as a wide range of content courses in English, including Japanese culture, literature, religion, philosophy, history, art history, International business, economics, anthropology, sociology, and politics. Sophia University courses can be substituted for our courses, provided they meet the criteria of equivalency to USF courses. In Fall 2008 the Japanese Studies Program added a new study-abroad program at distinguished Ritsumeikan University in Kyoto. Now students in Japanese Studies have a choice between the two most important cultural/political centers in Japan. Students may attend the exchange programs for a full academic year starting from September or for one semester starting in April. Students who have attended the exchange programs have evaluated their experiences very positively and many of them exhibit great improvement in the Japanese language. These exchange programs are well-attended. In Spring 2009, six students participated in the program at Sophia and three students attended the new program at Ritsumeikan. In Spring 2010, twelve students have applied to Sophia and two students to Ritsumeikan. Summer intensive sessions are also available at both universities although their summer sessions are not part of the exchange programs. Five students took classes at Sophia in the summer of 2009.

One important reason for the success of the exchange program is that Japanese Studies students are encouraged to apply for it and are specifically prepared to participate in it. The Japanese Studies faculty assist students with letters of recommendation, language proficiency level evaluations, and course work.

One potential issue is that exchange programs in Japan offer more substantial versions of our language courses at the same level. Therefore, some students are required to repeat a level in the exchange program, in which case the repeated course cannot be counted toward graduation. Such courses are still beneficial for our students, but we must be vigilant to ensure that our students can earn sufficient credits in Japan to graduate from USF on time.

## **8) Graduates**

Among 15 students who have graduated from the Japanese Studies Major in the past several years, five obtained jobs at the JET program, which is a year-long, full-time position for college graduates to teach English at Japanese high schools. It is supported by the Ministry of Foreign Affairs and the Ministry of Education, Culture, Sports, Science, and Technology, and has an excellent reputation. The JET contract can be extended for up to 5 years. The JET program is very competitive, and USF has been consistently successful at sending one or two students every year. In addition, two of the graduates went to Japan and found English teaching jobs at private institutions. One went to an MA program in communication studies in the U.S., one entered a culinary school in America to pursue Japanese fusion food, and one is preparing for law school. One (Advanced Certificate student before the Major was created) went to an MA program in Japanese Studies in the U.S., but also studied abroad in Japan, and came back to the U.S. to teach Japanese at an American high school, and is currently planning to enroll in a Ph.D. program in Japanese literature and culture. In sum, most of the graduates have found language teaching jobs in Japan or in America, and some have entered graduate programs.

#### **D. Admission and Transfer Policies**

Any students admitted to USF may be enrolled in the Japanese Studies Program unless the students' native language is Japanese. Students who have some Japanese language background are required to take an online Japanese language placement test. The online placement test includes grammar, reading comprehension, and listening components, but no speaking component. Students who place at a given level on the placement test have an oral interview provided by Professor Suda, who reports the results to the Director (Professor Nagata). The Director makes final decisions regarding placement. For transfer students, the Director evaluates courses taken at the prior institution for credit in the Japanese Studies Program, and writes the substitution forms for them. For study abroad credits, the Director meets students before travel to Japan and recommends a curriculum. When students return, the Director checks which courses the students actually took and whether those courses can be substituted for required/elective courses in the Japanese Studies Program.

#### **E. Advising**

Advising activities for major and minor students have increased in recent years. The Director invites Japanese Studies majors to her office before registration every semester to suggest which courses to take and ensure that their coursework is going well. Professor Suda advises Japanese Studies minors and submits their course schedules to the Director for her suggestions and final approval. All full-time faculty members in the Japanese Studies program take turns attending the Major/Minor fair every year as well as a freshman orientation every semester.

#### **F. Academic Quality**

The Japanese Studies Program exhibits strong academic quality in the following respects.

- The numbers of Japanese Studies majors and minors have dramatically increased since the major program started. The Japanese Studies program has become the largest program in the MCL Department in terms of the numbers of majors and minors. This indicates both increasing interest in Japanese language and culture as well as student perceptions of the quality of the Japanese Studies program.

	F 2005	F 2006	F 2007	F 2008	F 2009
Japanese Studies Majors	10	15	17	23	26
Japanese Studies Minors	14	16	9	37	40

- The Japanese Studies program offers a solid, well-rounded curriculum, including Japanese language, culture, literature, linguistics, art, history, religion, and business, as well as Japanese anthropology, sociology, philosophy, economics, and political science offered by the two exchange programs in Japan (Sophia University and Ritsumeikan University.) The curriculum aims to foster students' interdisciplinary knowledge and to enable the students to work professionally in a multicultural world. Several new courses are also planned to increase the flexibility and depth of the curriculum (see the section of Curriculum, New courses).
- San Francisco's location on the Pacific Rim provides a uniquely rich cultural context for Japanese Studies, exemplified by the profusion of Japan-related organizations, academic lectures, cultural events, cultural sites, bookstores, groceries, restaurants, and so forth, which is unique in North America.
- The Robo-Sensei educational software package develops a solid grammatical foundation, advanced sentence-production skills, and a strong familiarity with Japanese culture.
- The Japanese language instructors at USF are all experienced, language-pedagogy experts. We maintain a high standard of student achievement, pay special attention to individual progress, and develop close relationships with students.
- The Japanese Conversation Tutor Program and the Japanese Writing Center are excellent resources for the Japanese Studies program. They have been working well and enhancing students speaking and writing practice.
- The Japanese Studies Program and its associated Japanese Student Organization sponsor a variety of exciting cultural events for students, staff, faculty, and the broader USF community. Some of the events would be exclusive or difficult to attend even in Japan (see the recent events listed in the section of Curriculum, Distinctive Features.)

## **(2) Assessment**

Appendix 4 presents the Japanese Studies program's learning goals and outcomes. In Spring 2009, the program assessed learning outcomes (1a), (1b), (1c), (1d), and (1e) with four Japanese Studies majors in JAPN 302 (Advanced Japanese), learning outcomes (2a), (2c), (2d), and (2e) with eleven Japanese Studies majors in JAPN 350 (Japanese Culture), and learning outcomes (2b) and (2e) with seven Japanese Studies majors in HIST/JAPN 383 (Modern Japan since Perry). Appendix 6 presents the Japanese Studies First Year Assessment Report (out of the three-year assessment project), including methods and learning outcomes, a summary of findings, and improvements for the future. In the academic years of 2009-2010 and 2010-2011, we are planning to complete the assessment of all learning outcomes.

## **(3) Faculty**

## **A. Teaching**

All of our courses carry four units. The courses are offered twice per week and each classroom period lasts one hour and forty-five minutes. Professor Nagata teaches Japanese language, culture, and linguistics courses, Professor Roddy teaches Japanese literature and culture courses, and Professor Suda teaches Japanese language courses. The program also includes Japanese history courses taught by Professor Uldis Kruze in the History Department and Japanese religion courses taught by Professor John Nelson of the Theology and Religious Studies Department. The Program Director (Professor Nagata) drafts a course schedule every semester, discusses the schedule with relevant faculty members, and asks them for approval.

We all enjoy the courses we teach. Regarding the Japanese language courses, Professor Nagata has been focusing on upper-division courses (JAPN 301 and 302) and Professor Suda on lower-division courses (JAPN 101, 102, 201, and 202) in the past few years. Previously, the situation was reversed, so Professors Nagata and Suda are both familiar with all levels of the Japanese curriculum. Professor Roddy teaches one course for the Japanese Studies program every semester and one or two courses for other programs, including the MAPS (Master in Asia Pacific Studies) program in the Center for the Pacific Rim, the Chinese Studies Program in MCL, and the Saint Ignatius Institute. The courses Professors Nagata and Suda are teaching are all within the program. Professor Nagata taught language courses required for the MAPS program for the first few years after the MAPS started in 1993 as well as in the academic year of 2001-2002. Professor Suda taught MAPS language courses a few times ten years ago. The MAPS language courses have been mostly directed studies and have been taught by adjunct faculty members, due to their small enrollments. Students in the MAPS Program have been allowed to take undergraduate language courses suited to their current abilities, although many of the MAPS students have full-time jobs and cannot take undergraduate Japanese language classes which are offered only during the day time.

The program assessment project has been useful for determining students' overall achievement and for monitoring teaching effectiveness. Our teaching evaluations (SUMMA) present program means for each item, so we can see that the teaching evaluations of our program have been excellent: most of the items have been rated over 4.6 out of 5.0, including the items: "Course objectives are being achieved," "In this course, I am learning much," "Overall, I rate this instructor a good teacher," and so forth. The results indicate that the students in the Japanese Studies program think they are learning effectively and they are satisfied by our teaching. The Program Director also observes adjunct faculty's language classes every year and provides constructive feedback to the instructors to maintain high instructional quality.

## **B. Brief Faculty Biographies**

### **Noriko Nagata**

Professor Nagata's general area of research includes computational linguistics, computer assisted language instruction, Japanese linguistics, and second language acquisition. She conducted a series of empirical studies to examine the relative effectiveness of different types of computer feedback (e.g., intelligent vs. traditional feedback, deductive vs. inductive feedback, etc.) and different kinds of computer exercises (e.g., production vs. comprehension practice, etc.). She published a number of articles based on these studies in *The Modern Language Journal*, *CALICO Journal*, *Foreign Language Annals*, *Computer Assisted Language Learning*, *System*,

and *Language Learning and Technology*. In light of the results of her empirical studies, she designed and produced a software package called *Robo-Sensei: Personal Japanese Tutor* (published in 2004 by Cheng & Tsui) that employs natural language processing and provides extensive sentence production exercises in communicative contexts and detailed feedback in response to a learner's grammatical errors. It is designed to serve as a supplement for standard Japanese textbooks and has been distributed to American universities and high schools. *Robo-Sensei* is an interdisciplinary product, drawing upon concepts, techniques, and theory from computer science, linguistics, and language pedagogy. Professor Nagata won the 2004-2005 USF Distinguished Research Award for this endeavor. Her current research project is to expand *Robo-Sensei: Personal Japanese Tutor* to a stand-alone online Japanese textbook, *Robo-Sensei: Japanese Curriculum with Automated Feedback*. Three research articles related to the proposed online textbook have also been published, "An Online Japanese Textbook with Natural Language Processing" (*Teaching Literature and Language Online*, edited by Ian Lancashire, MLA, 2009), "Robo-Sensei's NLP-Based Error Detection and Feedback Generation" (*CALICO Journal*, 2009), and "Some Design Issues for an Online Japanese Textbook" (*CALICO Journal*, 2010). She has been also engaged in extensive data collection for the new textbook: she produced approximately twenty thousand digital images over several visits to major historical and cultural sites in Japan and gathered books and materials about Japanese history, culture, costumes, architecture, crafts, etc. The images and cultural information will be integrated into the new Robo-Sensei online textbook.

Professor Nagata has been an editorial board member for CALICO (Computer Assisted Language Instruction Consortium) since 2002 and has reviewed a number of manuscripts and conference proposals submitted to CALICO. She also edited a special issue on Asian languages and technology for the CALICO Journal in 2002. She has been an editorial board member for *Language Learning and Technology* since 1997 as well. In addition, she has been regularly presenting papers at various academic conferences, including CALICO, ACTFL, ICPLJ (International Conference on Practical Linguistics of Japanese), AILA (World Congress of Applied Linguistics), SLRF (Second Language Research Forum), ASIS (American Society for Information Science), AAAL (American Association for Applied Linguistics), AERA (American Educational Research Association), AAS (Association for Asian Studies), FLANC (Foreign Language Association of Northern California), and NCJTA (Northern California Japanese Teachers' Association).

Professor Nagata teaches all levels of language courses (JAPN 101, 102, 201, 202, 301, 302), as well as JAPN 410 Introduction to Japanese Linguistics and JAPN 310 Zen and the Art of Japanese Calligraphy.

In terms of service, Professor Nagata has been serving as Chair of the department of Modern and Classical Languages since 2002 (except for her sabbatical year in 2006-2007) and Director of Asian Languages (Chinese, Japanese, and Tagalog) since 2008. She established the Japanese Studies Major Program in 2004 and has been Director of the program, overseeing curriculum development, course scheduling, major/minor advising, study abroad advising, hiring of adjunct faculty, and more. She has also chaired and been a member of various search committees for full-time faculty and staff positions. She was a member of the Arts Peer Review Committee and the University Peer Review Committee for tenure and promotion for two years, and also served as Chair of the Arts Peer Review Committee for the second year. She has been in charge of the assessment project for the Japanese Studies Program, composed the assessment plan, collected assessment data, and wrote an assessment report. In addition, Professor Nagata has organized

numerous cultural events on campus for USF students and community, including a Kimono wearing demonstration, a Kodou incense and Haiku ceremony, a Bizen pottery lecture and exhibition, a Tea ceremony, a Sushi making demonstration, a Shakuhachi music demonstration, and a question and answer session with the director and the leading actor of the movie "White on Rice", as well as off-campus events for USF students such as a Shogi (Japanese Chess) demonstration at the Japanese General Consulate of San Francisco and a tea ceremony demonstration and lecture at the Urasenke Foundation of San Francisco. For the profession and community beyond USF, Professor Nagata hosted the CALICO Annual Symposium in San Francisco in spring 2008 for 5 days and also hosted the FLANC (Foreign Language Association of Northern California) Annual Meeting at USF in fall 2003. She has been an Executive Council member of FLANC and served as President of FLANC in 2004-2006. She also served as officer of NCJTA (Northern California Japanese Teachers' Association) and contributed an essay on Japanese sociolinguistics to the NCJTA newsletter. She created thirty five weekly Japanese mini lessons for Nichi Bei Times (Japanese American Daily). She served as a judge for local Japanese speech contests, the Nichi Bei Times essay contest, and the Cherry Blossom Queen at the Cherry Blossom Festival in Japantown in San Francisco.

### Steve Roddy

Professor Roddy's research interests encompass several discrete fields in the literature and intellectual history of Ming-Qing China and Tokugawa Japan. His book on literati identity in 18<sup>th</sup> century China juxtaposed fictional representations of existential and cultural dilemmas facing mid-Qing elites, with a broad dissection of the epistemological debates raging during the same period over the value of the classically sanctioned pursuit of knowledge through texts, moral cultivation, and empirical observation. In recent years, he has published articles comparing several significant works of Ming-Qing and Tokugawa fiction. His most recent project of a comparative nature continues in the vein of his earlier work on representations of elite identity; examining a group of early-modern Japanese and Chinese literary texts depicting the sexual activities of samurai and scholar-officials, respectively, he argues that the sexual lives of social elites became a focal point for writers disgruntled by the political and intellectual crises during the waning years of their respective *anciens régimes*. Professor Roddy is currently completing a book manuscript on the decline of civility (*wen*) in various discursive practices (literary, political, and scholarly) during the period from the 1820s until the eve of the Boxer Rebellion (1900). Taking the poet and scholar Gong Zizhen (1793-1841) as the key figure in this transformative process, he examines a series of literary texts and political treatises for evidence of an increasing resignation toward and even acceptance of violent action as a means of counteracting the chaotic conditions that were enveloping China during the last decades of the Qing. Professor Roddy regularly presents his work at scholarly conferences such as the national and regional meetings of the Association for Asian Studies, the International Association of Asian Scholars, and most recently at colloquia and symposia held at UC Berkeley. He has served as a reviewer of several book manuscripts and tenure review cases, and serves on occasion as a discussant or moderator in scholarly panels at academic conferences or intramural panel presentations and symposia.

Professor Roddy teaches courses on Japanese Culture (JAPN 350), Contemporary Japanese Culture (JAPN 351), Japanese Literature in Translation (JAPN 355), and Naturalism in Japanese Literature (JAPN 357).

Professor Roddy served as the founding director of the MAPS program (1994-1999), and since

Fall 2009 has returned to this position. He has also served as chair of the Department of Modern & Classical Languages for a total of three years (1999-2000, 2001-2002, and 2006-2007), during which time he initiated and oversaw the implementation of various changes to the governance structure of the department, and also facilitated the early stages of the debate over and transition to the 4-unit model of curriculum delivery (completed in 2003). Besides establishing the Chinese Minor (now known as the Chinese Studies Minor) in 1998, he helped to create and oversee the establishment of the Japanese Studies Major in 2004. He advises, on an ongoing basis, students of both the Japanese and Chinese minor and major programs, and regularly participates in planning and implementing various projects and events, most recently the Noh performance in February 2009 and the visit by David Boyle and Hiroshi Watanabe in March 2009. He has also been active in organizing and promoting events sponsored by the International Studies, MAPS, and Asian Studies programs. Professor Roddy has been active in college and university-wide committees such as the Media Committee, the College Council (ex officio as department chair), the Joint University Library Committee, and other service roles during his career at USF. In the profession and community, Professor Roddy regularly serves as an external reviewer of tenure and promotion applications, of book manuscripts submitted for publication to commercial and academic presses, and of fellowship applications for the SSRC, the Boren NSEP program, and the Japanese Ministry of Education, Culture, Sports, and Technology graduate research program. He interviews applicants annually for the JET (Japanese English Teacher) program at their San Francisco interview site, and has also served as a judge of the Nichibei Times Japanese Language Essay Contest (2004). Roddy also contributes his time regularly to charitable and fundraising activities on behalf of several local public and private schools.

### **Kyoko Suda**

Kyoko Suda's Ed.D. dissertation (Curriculum and Instruction, School of Education, University of San Francisco) examines how new multimedia computer technology can be integrated into foreign language teaching and learning. Her special interest was in the effect of combining sound, animation, graphics, pictures, videos, and text to teach Japanese. She has been creating computer assisted Japanese teaching materials with the combination of sound, animation, pictures, video, and text for her classes at USF. She presented her research on The Effects of Three Computer-Assisted Programs on the Acquisition of Transitive/Intransitive Verbs by Beginning-Level Japanese Language Students at the FLANC (Foreign Language Association of Northern California) Annual Meeting in the fall of 2003.

Professor Suda teaches all levels of Japanese language courses (JAPN 101, 102, 201, 202, 301, 302).

Professor Suda is a member of the LCC committee. She served as a member of the search committee for a Chinese tenure track position in 2006 and she is currently a member of the search committee for a Chinese full-time term position. Outside of USF, she served as a judge for the 2007 Cherry Blossom Queen at the Cherry Blossom Festival in Japantown in San Francisco. She has been also serving as a board member for Soko Gakuen Japanese Language School (a non-profit organization). She has ten years of Japanese tea ceremony experience and holds a license to teach Japanese tea ceremony (Omote Senke). As part of her tea ceremony training, she has learned Japanese flower arrangement, preparation of kaiseki ryori (special food for tea ceremony), and kitsuke (the art of assembling and wearing the kimono). This knowledge has been very useful for the Japanese Studies Program. For example, she sometimes performs Tea Ceremony demonstrations for Professor Nagata's class (Zen and Calligraphy) and for



Professor Roddy's class (Japanese Culture). She has also performed kimono demonstrations for Professor Roddy's class.

#### Adjunct Faculty:

The Japanese Studies program also has two adjunct faculty members. **Yoko Otomi** teaches all levels of language courses (JAPN 101, 102, 201, 202, 301) and **Yumi Moriguchi** specializes in JAPN 101, 102, 201.

#### C. Relationship with other Departments and Programs

We have curricular relationships with the History Department, the Theology and Religious Studies Department, and the Asian Studies program. Professor Peggy Takahashi in the School of Business and Professional Studies formerly offered a Study Tour to Japan, and she has been communicating with us about the Japanese Studies program. Professor Roddy has been teaching a course for the MAPS (Master in Asia Pacific Studies) program every year and he is currently the Academic Director of the MAPS program. Professor Nagata has been coordinating the MAPS Japanese language curriculum. In the past we have had a close relationship with the MAPS program. However, the Executive Director of the Center for the Pacific Rim retired in May 2009 and a new Director will not arrive on campus until the late summer of 2010, so the program is in a period of transition during which the level of interaction with associated faculty in MCL and other departments has dropped markedly. The ESL program has Japanese study-abroad students, and we maintain close communication with Professor Johnnie Hafernik (ESL Coordinator until summer 2009) with respect to the ESL conversation partner program (for Japanese students in ESL and American students taking Japanese in our program), the Language Learning Center, and various cultural events.

#### D. Recruitment and Development

The Japanese Studies curriculum includes Japanese history courses in the History Department and Japanese religion courses in the Theology and Religious Studies Department as electives. If the instructors of those courses relocate or retire, they should be replaced by specialists in the same areas. Otherwise, the MCL department will need to hire additional faculty in Japanese history/religion/culture to maintain the diversity of the currently successful Japanese Studies curriculum. Also, additional courses in Japan-focused philosophy, sociology, and politics taught by other departments would be welcomed by the Japanese Studies program. Future faculty hiring by other departments with an emphasis of Japanese Studies is highly recommended.

Regarding student recruitment, the faculty members in Japanese Studies explain the major and minor requirements to potential students through individual conferences with students in the lower-division language courses, and encourage them to work on a Japanese Studies major or minor if their schedule allows. Offering business Japanese on a more regular basis may help to recruit Business majors to the Japanese Studies minor as well. Creating a 200-level Japanese culture course or a freshman seminar course may interest more freshmen and sophomores in the Japanese Studies Program. So far, we have built the largest major program in the Department by recruiting prospective students primarily within USF, but we are also planning to produce a brochure about the Japanese Studies program to advertise the program at local high schools.

#### **(4) Students**

The Japanese language is regarded as one of the most difficult foreign languages for Western students to learn. Still, many students elect to complete the first three semesters of Japanese as foreign language requirements at USF. It is true that the material is challenging compared to languages sharing vocabulary and grammatical features with English, so Japanese instructors need to provide a great deal of extra attention to ensure a successful outcome.

The Japanese studies program does not merely attract a large number of majors; it attracts majors with strong potential in Japanese. They are generally very motivated to study; they participate in classes enthusiastically and cooperatively; they submit homework assignments on time; they work on course projects seriously; and they enjoy the classes. Most majors have been receiving marks above B+ in Japanese Studies required/elective courses.

Student participation in an annual speech contest has also improved student writing and speaking performance (we offer special intensive training for the contest). Also the conversation tutor program and the Japanese Writing Center serve as excellent resources for the students.

A number of Japanese cultural events organized by the Japanese Studies Program contribute to student motivation. Many majors/minors/certificates belong to the USF Japan Student Association (JSA), whose members have access to a surprisingly broad range of Japanese cultural opportunities. Students also volunteer for community activities, e.g. assisting with the annual Northern California Cherry Blossom Festival in San Francisco Japan Town, guiding college students from Japan to major attractions in San Francisco, and so forth.

#### **(5) Diversity and Internationalization**

As one would expect of a program in foreign languages and cultures, the Japanese Studies faculty is highly international, with one American and four Japanese faculty members. In terms of gender composition, the program has four females and one male in its faculty. The students in the program are very diverse. We attract a relatively high number of international students, who come to us primarily from China, Taiwan, South Korea, the Philippines, and Thailand, though other nationalities are also occasionally represented. American students of all ethnicities, including Native Americans, have participated in the Major, Minor, and Certificate programs.

#### **(6) Program Plan for the Future**

The Japanese Studies Program started with a small number of majors in 2004, but the number has nearly tripled over the past five years. We would naturally like to do whatever we can in order to promote that trend.

- A few Japanese history courses in the History Department and a few Japanese religion courses in the Theology and Religious Studies Department are included as electives in the Japanese Studies curriculum. If the instructors for these courses relocate or retire, we are eager that they should be replaced by equally qualified specialists in the same areas. Otherwise, the MCL department will need to hire additional faculty in Japanese history/religion/culture to maintain the current excellence of the Japanese Studies program.

- Additional courses in Japan-focused philosophy, sociology, and politics taught by other departments would be welcomed by the Japanese Studies program. We recommend to the College Administration that some consideration be given to hiring faculty in other departments with Japanese Studies interests.
- Professor Nagata is planning to complete the new Robo-Sensei online textbook in a few years and to implement it into the first and second year Japanese language courses at USF. In addition to the live, human instructor, Robo-Sensei can provide detailed feedback to students' responses while they are engaged in classroom activities and homework assignments. Therefore, Robo-Sensei will enhance Japanese study both within and outside of the classroom.
- The Program is planning to create new lower-division content courses, upper-division language courses, and kanji courses, so that students can take Japanese Studies courses without interruption from the freshman through senior years. Also, at present, we have only one 400-level course. In the future, we may consider developing a senior seminar course to increase the depth of our advanced students' knowledge of linguistics, culture, and literature.
- Regarding career opportunities, many of our graduates find work teaching English in Japan or teaching Japanese at US high schools, which are suitable careers for a Japanese Studies degree. We will continue to encourage our students to pursue teaching jobs. It would, therefore, be a good idea to develop a course like second language acquisition, teaching methods and techniques, and educational technology that would cover theories of second language teaching methods as well as practical training techniques for teachers of Japanese.
- We will also encourage students to pursue double-majors to broaden the career opportunities of our students.
- We will continue to organize cultural events to further the University's mission of multi-cultural education. For example, Spring 2010 is the 150-year anniversary of the voyage of the Japanese steamship Kanrin Maru to San Francisco, bearing the first Japanese Delegation to the United States. The Japanese community in the Bay Area is planning many unique events to celebrate this historical moment and its connection to San Francisco. Professor Nagata is currently serving on the planning committee of the 150th anniversary celebration (the committee includes Consulate-General of Japan, Mayor Newsom, the President of the Japan Society of Northern California, etc.) One of the events held at USF will be a professional narration of the Tale of Heike story along with a piano performance and ink painting illustrations in Spring 2010.

### **3. Spanish Self-Study (Major and Minor)**

#### **(1) Curriculum**

##### **A. General Overview**

The Spanish major was most recently revised when (a) the current Core Curriculum replaced the General Education Curriculum, a shift that coincided with (b) the shift from three-unit courses to four-unit courses. Taken together these changes drove the revision of existing courses and the creation/ approval of new courses.

We have lived with this major for several years, during which a variety of events – both internal and external to the Department – affected our situation and role in the College. Internally – and on the positive side – we were able to hire a Coordinator for the language program. On the negative side, we lost three faculty lines. In terms of external changes, the creation within the College of new majors in International Studies and Latin American Studies have attracted students who traditionally would pursue a second major in Spanish or a Spanish minor. And the College has not yet provided a tenure-track replacement for the key position in Latin American and/or Latino literature/culture. The College has opened a search for an applied linguist to provide additional support to the Spanish language program. This is a development we welcome but which seems to come at the expense of the tenure-track Latin American and/or Latino position we desire.

So, we are in the process of enthusiastically revising the Spanish major and minor in order to create a better fit for our own varied student constituencies as well as for those students pursuing degrees in the Latin American Studies, International Studies, European Studies, and Comparative Literature and Culture Programs. We are working with the recommendations of the MLA Ad Hoc Committee on Foreign Languages (“Foreign Languages and Higher Education: New Structures for a Changed World”, *Profession 2007* (2007): 234-245) and certain elements of Carlos J. Alonso, “Spanish: the Foreign National Language”, *Profession 2007* (2007): 218-228). All members of the Spanish faculty believe that our current revisions to the major and minor will provide better options for interdisciplinary endeavors, better connections to other programs, and in general more stimulating opportunities for faculty and students. As part of this revision, we anticipate new course offerings, among which are service learning and linguistics courses, and some new core courses that can be applied to the major and minor.

This semester we are beginning to implement the learning goals for the Spanish major, developed a little over a year ago with our revisions in mind. We anticipate that our newly-developed assessment strategies and ongoing improvements in the coordination of the language courses, coupled with the overall revision of the major and minor, will enhance our students’ enthusiasm, attract new and old constituencies to the major and minor, and make more uniform our evaluation of student achievement.

##### **B. Undergraduate Program**

Please see Appendix 9 for the Courses of the Spanish Major and Minor. The traditional major and minor programs in Spanish are structured to move the student from language-centered courses into literature/culture-centered courses, and there, from lecture-discussion mode to seminar mode. Before beginning study in the major or minor, students must complete three

semesters of Spanish language instruction by coursework or placement. Fourth Semester Spanish (Sp. 202) and Introduction to the Analysis of Literary Texts (Sp. 310) must be taken in sequence. Thereafter, students are free to take courses as their schedule and plans for study abroad allow. We encourage highly-qualified students to enroll in the Senior Seminar whenever the topic interests them. In the past this meant that students often took a total of three seminars, perhaps four. At present, however, our majors tend to take only the required two seminars, a development that we lament and that militates in favor of certain curricular revisions we are considering.

One group of students is exempted *de facto* from this sequence of courses. Heritage-language speakers may move (from Sp. 202) to Sp. 303 or 327 – or to any core course given in Spanish because the guidelines for Core courses preclude the imposition of pre-requisites. This is a limitation we have endeavored to accommodate. The primary difference between the major and minor are that minors (a) are not obliged to take a Senior Seminar (although they may do so and use it as their elective), and (b) are allowed to use Sp. 230 Spanish Conversation as an elective.

Some of the courses required for the major fulfill Core requirements. The Spanish program offers other College Core courses as electives. The following comprise our current offerings for the College Core, although some additional course proposals will be submitted shortly. The first four courses on the list were designed and offered by Alberto Huerta, a colleague who died two years ago. We are uncertain as to whether another faculty member in Spanish will take them up. Among the proposals to be submitted is "Introduction to Latin/o American Cultures: A Cultural Geography of San Francisco and the Bay Area", a course we hope will be offered as a Freshman Seminar approved for the Visual and Performing Arts Core requirement.

Sp. 180 Poetry in San Francisco	Literature
Sp. 205 Indigenous American Literature and Film	Cultural Diversity
Sp. 207 Invisible Cities: Literature and Film	Literature
	Cultural Diversity
Sp. 242/342 Latino Literature and Film in the West	Literature
	Cultural Diversity
Sp. 245 Spanish and Spanish Speakers in the US, California and San Francisco	Social Science
	Cultural Diversity
Sp. 271 Feminist Discourse	Literature
Sp. 303 Latin American Literature I	Literature
	Cultural Diversity
Sp. 327 Spanish Literature I	Literature
Sp. 371 Feminist Discourse	Cultural Diversity
Sp. 250/350 Cultures in Contact and Conflict	Cultural Diversity
Sp. 285/385 Language and Culture in Latin America	Social Science
	Cultural Diversity
Sp. 401 Building Bridges	Service Learning
Sp. 413 Dante's Divina Commedia	Literature
	Cultural Diversity

Note that some of our College Core courses are numbered as 100s and 200s. Further, we have a series of "paired" courses: an upper-division course taught entirely in Spanish is numbered in the 300s, and its English-language counterpart is numbered in the 200s.

Although the present sequence moves students from the second year language courses (Sp. 201 and 202) into Spanish 310 (a fifth semester introduction to literary analysis with grammar and writing components) as a prerequisite to enrollment in upper-division courses, if a student enters USF with advanced skills (demonstrated by scores on Advanced Placement tests in Spanish Language and/or Literature, by performance in whatever course into which they were placed, or – for native-speakers – interviews in or out of class) it is our policy to meet with the individual, assess his/her abilities and motivation, and recommend a move to a higher level. This requires considerable contact with incoming freshmen but allows us to reward their solid skills with special attention and to move them as far into the program –with more varied course options – as quickly as possible.

Most of the courses required for the major and minor are offered every year; a seminar is available every semester, as is our current gateway-to-literature course, Spanish 310. Electives and Core courses are offered on a longer rotation; their scheduling depends on faculty and student interest, and on program needs as determined by the Spanish faculty. Because our students are encouraged to study abroad, any “recommended” sequence of courses is likely to remain a recommendation: we are flexible so that the individual student’s study-abroad options can be conveniently exploited. At present, neither the major nor the minor allows for specialization. Faculty are generous, however, in partnering with students in Independent Study courses if a particular area sparks their interest.

### **Spanish Language Courses**

Lower-division offerings are dominated by language courses. We generally offer 14-18 sections of Spanish language (first through fourth semesters) each semester. Language courses are also offered during the summer. Specialty language courses include Spanish for Heritage Speakers and Spanish Conversation.

Students in the arts, humanities and social sciences have a three-semester language requirement, sciences have a two-semester requirement, and students in the Schools of Nursing and Business (except for students pursuing a degree in International Business) have no language requirement. Within the program of language instruction, we offer both a two-semester first-year course and an intensive course that covers two semesters in one. We are pleased to provide high-quality, relevant, content-based, student-centered instruction in Spanish to the College’s students: solid language skills are a crucial asset to students engaged in a variety of academic programs, are pertinent to the University’s Mission and Core Values, and can enrich professional and personal experiences once a USF education has been completed.

The classroom language program is complemented by two significant support programs in which all students must participate: the native-speaking conversation tutors and the Spanish Writing Center. Although the first program is difficult to administer, schedule, and monitor, it nonetheless offers an important opportunity for students to practice using Spanish in a student-centered small-group setting outside of class. (A weekly Conversation Table provides a similar option and mixes native and non-native speakers, students of all years, pre- and post-study-abroad students as well as faculty in informal conversation.)

The Spanish Writing Center strengthens the writing component of our language courses considerably. Students at the intermediate level develop an assignment thoughtfully over time, with support from SWC staff, giving attention both to content and mechanics, a multi-stage

process that helps avoid the composition-produced-at-the-last-minute syndrome, making writing in Spanish a purposeful, controlled activity. When tutors are available, the SWC also supports students in upper-division courses which may require, in addition to three or more formal academic essays, such varied assignments as blogs, discussion boards, journals, or in-class responses.

### **Class Size and Staffing**

Class size for language courses is currently set at 22, a level the entire department believes should be lowered to 16. With a more-manageable class size, our content-based, learner-centered program can produce better results for students and allow instructors to work at their best level. In upper-division literature courses, the limit is also 22, although actual class size may vary from semester to semester, course to course, depending on whether the course fulfills a core or not, addresses Latin America or not, and so on.

It has been our practice to have full-time faculty teach in the language program, particularly in second year and conversation courses, so that potential majors and minors have contact and learning experience with those involved in teaching upper-division courses. Full-time faculty teach our core courses. It is also our practice to allow faculty, when they desire, to offer courses in other programs (Media Studies, the Saint Ignatius Institute, Visual and Performing Arts). However, if the Spanish Program is to develop to its fullest potential – developing Service Learning courses that benefit students and local communities and engaging students in Latin American Studies and International studies – we must have an additional permanent, tenure-track appointment in Latin American and Latino/a literature/culture. While we currently have a full-time term (non-permanent) appointment. However, Professor Hodoyán not only manages three courses per semester, but in addition she is frequently called upon by the College to perform service assignments. Professor Hodoyán should be neither asked nor expected to provide so much in exchange for so little. Furthermore, we believe it is important that full-time, tenure-track faculty maintain (1) our presence in the language instruction program, (2) our offerings in other programs, and (3) our core courses. Yet, with so few full-time permanent faculty members and predictable absences due to sabbaticals and other leaves, it is a burdensome challenge for so few individuals to provide the kind of placement, instructional, advising, and other investments required while maintaining both teaching and research programs.

### **C. Advising**

#### **Advising and Student Contact**

Students are advised by Spanish Program faculty as they indicate interest in a Spanish major or minor or as they demonstrate significant achievement, aptitude or motivation. They are advised as they leave language courses and move into literature courses, as they plan their study-abroad experience, and as they return to USF to complete their degree program(s). Should a student experience difficulty completing a particular requirement, it is our policy to accommodate that student with an independent study course or an appropriate course substitution.

Highly motivated students receive special attention, of course, and can develop independent studies courses, coordinate activities abroad with their USF program, participate in off-campus work/internship activities as they and faculty agree. Certain courses (Spanish Conversation and Building Bridges) more formally connect students with internships or opportunities to make

meaningful contributions as volunteers. Our formal and informal contacts in Latino communities and liaisons with consulates have proved helpful to students in terms of disseminating information about internships, part-time employment, and opportunities for work/study abroad. The Department Office serves to connect the public (organizations, businesses, etc.) with students through the faculty when employment or internship opportunities arise. High-achieving students are eligible for induction into Sigma Delta Pi, the National Collegiate Hispanic Honor Society.

Because a double major and minor in Spanish are common options, we often find ourselves in the position of making concrete the ways in which a rich background in language, literature, and culture enhances qualifications and broadens employment options. Because one doesn't check on-line job sites for "Spanish major" openings, these discussions consume more time and energy than is desirable. We anticipate offering a workshop in the future so that students whose majors require language study beyond the level of the requirement will potentially view ongoing language study in a more positive light.

### **Student Constituencies**

Spanish language courses serve all students and we look for potential majors among them. Further, our lower- and upper-division courses are populated in part by majors in such fields as Latin American Studies, European Studies, International Studies, Comparative Literature and Cultures, and the Anthropology minor. A wide range of students accesses certain upper-division offerings. From time to time a particular Senior Seminar topic can draw students from a range of majors (such as Psychology and Political Science, Comparative Literature and Cultures and History), or a core course can attract Latin American Studies majors/minors or students completing the five-year teaching program. A number of students in the School of Nursing are eager to minor in Spanish, but the peculiar scheduling of their clinical courses makes this difficult. In 2006, meetings between the Deans of Arts and Science, the Spanish Language Coordinator, and Dean of the School of Nursing were held to discuss creating a specific two-year Spanish Language program for nurses but no further discussions have been held. Similarly, the School of Business expressed interest in creating a special program for their majors because of their desire to create a more specialized business program involving Latin America. These most recent overtures were treated seriously, as have been similar overtures made in past decades. We are willing to do whatever is necessary to help create focused programming for these students, but until these Schools find the sustained will and curricular opportunities to integrate and promote them, we will stand by ready to provide further guidance.

Certain of the revisions to the Spanish major/minor will give greater profile to issues associated with Latino literature and culture and will provide opportunities for all Spanish speakers – whether heritage speakers or language learners – on campus. They will also provide a context within which Spanish-speaking faculty in other departments can offer some of their regular courses in Spanish, within the Spanish Program, with technical support provided by Spanish faculty.

From a broader perspective, however, the Spanish faculty are concerned that too many academic programs on campus have inadequate language requirements, that the College is developing and promoting programs that are "international" in either their content or their conduct without sufficient expectation that students know the language and culture. We believe that the University approves such degree programs and on-site study options without consideration to



students' linguistic preparation. For example, the School of Business takes students abroad to discuss business options with Ecuadorian professionals on site in English. They also send their students to Spanish-speaking countries for "study abroad" yet coursework is in English. Students of architecture discuss building needs in Latin America with Latin Americans in English. International Studies Programs (both undergraduate and graduate), among other programs, set the lowest possible requirement for language skills. Recently the College approved a program, over the department's objections, in Classics that could be completed without any knowledge whatsoever of a Classical language. This form of linguistic colonialism is at best academically unsound, and at worst it conflicts with the University Mission and Core Values. We are concerned that our Department's expertise and willingness to cooperate be more systematically engaged, that the College and University eschew Anglo-centrism and monoculturalism.

## **Graduates**

Because our majors and minors are often double-majors or have multiple minors, it is difficult to say how many enter the program with the intention to pursue graduate study in this field. A few majors are interested and do pursue graduate study in Spanish. Many decide to enter teaching fields. Medical school, law school and other professional programs attract another group. It is accurate to say, however, that we encourage students in all undergraduate major programs to take their Spanish-language skills seriously and to capitalize on opportunities, while at USF, to consolidate those skills and to make them an asset in their future endeavors by deepening their cultural knowledge. We consider our efforts to have been successful when one of our majors or minors enters law school knowing that s/he better understands the legal challenges faced by Spanish-speaking immigrants better for having taken one of our courses, when a student pursues a medical degree with knowledge about how cultural patterns affect the way people access health care services because these issues were raised in course readings and discussions, when a student decides to pursue a career in public policy because their experience abroad opened their eyes to different perspectives. We consider our greatest successes to be those students who perceive the knowledge gained in our courses, in their study abroad, and in their contacts with their cohort to be of value to them *whatever* post-graduate studies they pursue and, more importantly, *however* they choose to live their lives thereafter.

## **(2) Assessment**

As part of a university-wide effort, the Spanish program developed in September 2008 an assessment plan (Appendix 10) that includes four goals and lists the methods and manner in which each goal will be evaluated. Our program goals and the student learning outcomes detailed in this plan, cover a broader spectrum than literature; our thinking in drafting the assessment plan in this manner was not only to accommodate the interdisciplinary nature of some of our courses, but also to reflect the direction we would like our program to take as we follow the recommendations of the MLA Ad Hoc Committee on Foreign Languages.

While the plan's timeline required that one third of the goals listed (goal #1 in our particular case) would be assessed by the end of the Spring 2008, the lack of an effective tool to execute such an evaluation has delayed this process. Because our current placement exam is extremely outdated, and evaluates only a few components of the language (mainly grammar and vocabulary), we were hoping to acquire a new placement test that could also serve as a measurement of the goals we have designed for our graduates.

After a lengthy elimination process, we now believe that we may have found such a tool: the University of Oregon has developed a new exam for testing the proficiency level of students, and we are quite hopeful that we will be able to use the test to place our students more accurately in the future. Unfortunately this exam is still in the trial stages, and at this point the University of Oregon is not yet finished assessing its accuracy; nevertheless, their research model is impressive. We are in the process of testing a large sample of our students in Spanish 101, 102, 201, 202, as well as some of our graduating majors, and expect to have dependable results by the end of the current academic year.

Other than the Oregon proficiency exam, the methods by which our program assesses students' success are course-embedded assignments: compositions or term papers, tests, oral presentations, midterm and final essay examinations, research papers, journals, blogs, along with class discussions and homework.

As for determining whether individual courses meet their stated learning outcomes, we mapped—as part of the assessment plan—all the courses we offer, indicating whether each class meets our goals and student learning outcome partially, moderately, or comprehensively. (Our curriculum mapping is also attached to this report.) Again, because we are eager to make changes to both our major and minor offerings, we anticipate many more discussions in this area while designing new course offerings.

The lack of an effective Placement Test has also compromised our ability to evaluate the overall communicative competence of our students and, therefore, for determining how best to improve the classroom learning environment. Also, the small numbers in the “data on retention and persistence to graduation” for our program may not be reliable for a thorough analysis.

In terms of communicating program expectations to our students, every syllabus handed out each semester must include student learning outcomes specific to that course. Along with restructuring the major, we are also working towards the creation of a web page that would permit us to include program goals and student learning outcomes on-line.

### **(3) Faculty**

#### **A. Teaching**

Spanish language courses are assigned based on seniority and availability. Both full-time and part-time faculty express their teaching preferences with respect to levels, days and times and if there are any conflicts, full-time faculty have priority. When required to teach language classes, full-time faculty tend to teach only Second Year courses while most adjunct faculty only teach First Year courses.

The majority of the language instructors, most of whom are adjunct faculty, have Master's degrees in Spanish Literature or Spanish Linguistics and are either native speakers or near-native speakers of Spanish. In rare times of need, such as when classes have been added last minute, instructors without advanced degrees in some sort of Spanish-speaking related field have been hired. When this is the case, they are closely supervised by the Spanish Language Coordinator.

In general, most instructors seem satisfied with the levels and courses they teach. However, due to seniority based on time of hire, a few instructors have complained that they would like to teach different levels but cannot since they were hired later. Amongst the full-time faculty, the main complaint has been working with Third Semester students who are required to take the course and not as motivated to be enrolled in the class (as opposed to Fourth Semester Spanish, which is an elective).

All adjunct language instructors are observed once a year by the Spanish Language Coordinator. After the class observation, they attend a one-hour meeting with the coordinator to discuss their strengths and any areas that need to be improved. In addition, they receive professional development that consists of one to two mandatory workshops a year on pertinent pedagogical and technological topics and optional workshops just on technology provided by the Language and Culture Center. All instructors are encouraged but not obligated to apply the content from these workshops to their courses.

For both First and Second Year courses, instructors are given a somewhat flexible syllabus in terms of the date of delivery of particular content. They are required to complete the various chapters by a particular day and administer all exams on specified dates, but they have the option of spending more time on particular concept if necessary. Due to the required linguistic foundation that their students need in order to continue with the following level of study, First Year instructors do not have much freedom to change certain content, such as vocabulary or grammatical constructions. However, they do have flexibility in terms of the supplementary readings and cultural topics they assign. Like the First Year instructors, Second Year instructors do not have the freedom to change the grammatical content they cover in class. Unlike the First Year instructors, though, since the move to the Content-Based teaching approach, they do have the freedom to choose the informational content they assign as long as they comply with the level-specific objectives and incorporate culture and experiences from the perspective of the Spanish-speaking world.

Full-time faculty serve as advisers and mentors to students and carry out directed studies from time to time upon request. Adjunct faculty are not involved in any advising matters and will only hold directed studies when their classes are canceled due to low enrollment.

### **B. Brief Faculty Biographies**

**Karina Hodoyan** received a Masters in Comparative literature from San Francisco State University with an emphasis on Interamerican Literature. She received a PhD from the Department of Spanish & Portuguese at Stanford University. Her fields of interest are Mexican, US-Mexico Border and Chican@ Literary and Cultural Studies; Visual and Performance Studies; Discourse, Language and Power; Labor and Urban Studies; Gender and Sexuality Studies.

Professor Hodoyan teaches Third Semester Spanish; Latin American Literature II; Senior Seminar: Latin American Literature; Building Bridges: ESL in the Spanish Speaking Community.

Her publications include a forthcoming chapter: "Mueran las Pelonas y Vivan las Chinas: Modernity and Femininity in Porfirian Mexico," in *Disembodied/Embodied Subjectivities in the Latin American Text, Film and the Visual Arts*, ed. Zenaida Madurka. In collaboration with the Mexican Consulate of San Francisco she participated in the exhibition and wrote the introduction

to the published catalogue titled, "The Belly of the Beast: Exonome and Immigration." *Exonome Catalogue* (2009). As part of the NYU based International "Encuentro" in Buenos Aires, she published a report on the performance of troupe *Secos y Mojados*, "Keeping it Together: 'The Body of Remembrance' and the Re-enactment of the Migrant Experience." *e-misférica* 4.2, New York University (2008). A chapter on the history of performance art in the Californias, "La Fronteras del Performance Latino en California" in *Antología de Performance en Latinoamérica*, ed. Josefina Alcázar, México D.F.: México (2004). She is currently at work on two articles for publication, one on the role of labor and popular culture in Mexico and another on narco-traffic and performance art in Latin America, as well as a book proposal based on her dissertation project. She has presented papers and chaired panels for major conferences both in the US and abroad, most recently at the Latin American Studies Association (2003; 2004; chaired-2009) American Comparative Literature association (2007) NYU Encuentro (2009).

Since becoming a Full-time Term Assistant Professor in 2008, her service has focused on mentoring and supporting students and their studies in Spanish Language, Literature and Culture. She has advised Majors and Minors and participated in the University's Scholars Program. She has worked with students groups, specifically SentiPensante and the Amnesty Group by attending their meetings and presenting on a variety of topics of interest to each organization. She has also written a couple of articles for the Latin American Studies student-run magazine, *Divisadero*. She is an active member and participant of CELASA, and attends regular organization meetings, and has presented her research in their Brown Paper Bag Series. Furthermore, she has brought together programs and departments such as CELASA, MCL and Performing Arts and Social Justice to collaborate in the "Latin/o American Artist and Writers Series" made possible by the Jesuit Foundation Grant. The Series has invited poets, visual artists, playwrights and musicians who've presented in Spanish on their art and community involvement, as well as given workshops to students in Spanish. Next year, two Spanish-speaking writers will be invited and a planned collaboration between the Creative Writing program and MCL will offer workshops for students interested in a more creative aspect of writing in Spanish. In service to her program and department, she has participated in Faculty Search Committees, was in charge of scheduling the upper division Spanish courses and has participated in the Spanish Assessment and Self-Study meetings, as well as worked on a section of the Spanish Programs self-study draft. In addition, she continues to work with the Mexican Consulate in order to bridge their events and educational activities on campus. As an off-shoot of her work with the Proyecto Contra side por vida in the Mission of San Francisco (an AIDS prevention and education program for the queer Latino Hispanic immigrant community), she initiated a program titled "Día Latino" with Transthive, a community organization that offers support and services to transgender persons in San Francisco. In collaboration with the program director, she developed an ESL program for transgender Spanish-speaking immigrants on Saturday afternoons.

**Pedro Lange Churión** is an Associate Professor at USF. He received his Ph.D at the University of Cincinnati, specializing in Latin American Contemporary Narrative and Critical Theory. His academic areas of specialization include Latin American Literature and Culture, Film Studies, Urban Studies, Comparative Literature and Critical Theory; particularly Psychoanalytic theory. Professor Lange Churión teaches Fourth Semester Spanish; Latin American Literature I; Introduction to the Analysis of Literary texts; Latin American Literature II; Spanish Conversation; Senior Seminar: Latin American Literature. In addition, he has designed and taught courses on *La ciudad latinoamericana en su cine* (Senior Seminar) *Intro to Film Studies* (Media Studies), Dante's Divine Comedy (Saint Ignatius Institute), *Urban Spaces and Social*

*Values in American Film and Literature* (Davis Seminar), *The Ethics and Aesthetics of Evil* (USF program in Budapest).

He has co-authored and co-edited a book, Postmodernity in Latin America: a Reader (Humanity Books, 2001). His article in this volume has been singled out as an important contribution in understanding the Neo-baroque aesthetic in Latin America and its relation to the global discourse on Postmodernity. He has also written a number of scholarly articles on film and Latin American contemporary literature which he has delivered at various national and international conferences and have subsequently been published in diverse journals and cultural magazines, such as *INTI* (Brown University), *dissens* (Tubingen), *Quimera* (Barcelona), *El Viejo Topo* (Barcelona), among others. Current research includes a book manuscript: La ciudad latinoamericana en su cine: la huella del deseo en la urbe distópica. It explores the representation of Latin American cities in films in terms of how these cities conflictive relationship with modernity shapes the nature of desire in the subjects that dwell in them. Last year, his article *The Purloined Letter and the Massey Prenup: of Ethics, The Lacanian Real and Nuptial Bliss in "Intolerable Cruelty"* (Postscript, Winter-Spring, 2008) appeared in a collection of articles on Coen Brothers' films. A scholarly article on Venezuelan narrative, Historias de la marcha a pie de Victoria de Stefano: el saber de la lectura was recently completed and is under consideration in *Ciberletras*.

Professor Lange Churión has written and directed various films, including *Crocodile* (USA, 2000), based on a short story by Felisberto Hernández and deserving a Remmy Bronze award for best dramatic adaptation at the Houston International Film Festival (2001). He also directed *Visitas* (Colombia, 2005), a full-feature narrative film that explores violence in Colombia through three interconnected stories. This film has garnered recognition as "Official Selection" in prestigious international festivals: Montreal, Toronto, Austin, Chicago, Granada, Brussels, Fribourg, Cartagena, and other capitals. His full-feature script *Cuya apariencia es la locura* was selected for the production forum in the Guadalajara International Film Festival. He has also directed documentaries, including *Naturalezas Conflictivas* (Honduras, 2004) which aired on KRON TV in 2004. Most recently he directed *Budapest: Identity of Facades*, a series of documentaries that explore Budapest's cityscapes and architecture, informed by urban space theory and Benjaminian cultural archeology. Currently, he is working on experimental videos for *The Urban Unseen*, a multimedia exhibit organized by the Architecture Program for the Thatcher Gallery at USF. The CIES (Center for International Exchange of Scholars) has recommended him for the Fulbright Scholar Program in Hungary (2010-2011), where he will research and direct a documentary on historical preservation in Budapest's Jewish District, an enclave of the city considered a World Heritage Site.

His service to the university and the department has been wide-ranging. In 2004 he designed courses and developed the rationale for the Film Minor, a currently successful program at USF. He has also organized university wide-events, including visits on campus by artists and scholars; notably, a presentation of Víctor Gaviria's film *Sumas y Restas* that included a conversation with the director and a forum with Colombian novelist Armando Romero and Spanish attorney Carlos Castresana. He has also invited various Latin American writers to campus, including Ernesto Cardenal, Cherié Moraga and Roberto Soza. He held a weekly reading group for students and organized film retrospectives. In 1997, he organized *Hispanic Cultural Locations*, a major international and interdisciplinary conference that brought over two hundreds scholars and artists to campus, including Walter Mignolo, Enrique Dussel, Norma Alarcón, Iris Zavala and Guillermo Gómez Peña. CELASA (Centro de Estudios de Latinos en las Américas) emerged from the conference's impetus. For years he co-hosted a radio program, *Diálogos Hispanos* at

KUSF radio. He has been an active member of university-wide committees such as the Curriculum Committee, the Humanities Advisory Board, and has served in various Faculty Search Committees. Currently, along with Prof. Tanu Sankalia from architecture he is developing an Urban Studies Minor. He continuously mentors students in the Spanish program and students in other programs as well. Since 2005, his service has focused on diverse aspects of the USF sponsored program in Budapest, where he has recruited students, developed classes and curriculum, organized relevant trips for students in Budapest, designed the program's web page and brochure and continuously mentored and advised students in Budapest.

**Martha E. Schaffer** is an Associate Professor with a Ph.D in Romance Philology from the University of California at Berkeley. She has been at USF since 1992 and teaches courses in the early periods of Peninsular literature, Spanish linguistics, and topics in the sociolinguistics of the Spanish-speaking world. More specifically, she has taught Third Semester Spanish; Fourth Semester Spanish; Introduction to the Analysis of Literary Texts; Spanish Literature I; Senior Seminar: Peninsular Literature; Introduction to Spanish Linguistics. At USF, Professor Schaffer has also courses in linguistics and sociolinguistics including "Language and Culture in Latin America", "Spanish and Spanish Speakers in the US, CA, and SF". As topics within the Senior Seminar she has taught "Writing Women and Women Writing in Early Modern Iberia", "Cultures in Contact and Conflict: Christians, Muslims and Jews in Medieval Iberia", and "Miguel de Cervantes".

Prof. Schaffer's current research centers on a Thirteenth-Century Galician-Portuguese collection of Marian miracles called the *Cantigas de Santa Maria*. She has published numerous articles on the manuscripts and texts (in refereed journals, special-topic journals, conference proceedings, a book collection, and an homage volume) and has given several conference papers and invited lectures on this research in the US, Great Britain, Spain, Italy, and Portugal. Her edition of the text of one of the manuscripts (recently published as a facsimile) is in press in Spain. Her transcriptions of all four surviving manuscripts will soon be made available as an on-line database. She is also a member of the advisory board for the journal *Alcanate. Revista de Estudios Alfonsíes* (Puerto de Santa María, Cádiz). Professor Schaffer is part of the team responsible for BITAGAP, the *Bibliografía de Textos Antigos Galegos e Portugueses*, published as a CD-ROM and available for consultation on-line. As part of the team she conducts archival research in Portugal and other European countries. She is author of one article and co-author of two articles (one not yet in press...to be submitted shortly) that have grown out of this research. She also recently co-edited an homage volume with Professor Antonio Cortijo Ocaña of the University of California at Santa Barbara and her article on the *Cantar de Mio Çid* (originally published in 1989-1990) was selected last year for inclusion in *Classical and Medieval Literature Criticism*, vol. 109. (Detroit: Gale, 2009).

Professor Schaffer's service contributions in the past half decade have been centered within the Department and the Spanish Program, and range from advising and offering Independent Study options when necessary to serving on search committees. She participates in such college programs as the admissions phon-a-thon and summer advising. In terms of service to the field, Professor Schaffer referees papers for scholarly journals in her field.

**Karyn Schell** received her Ph.D. in Romance Linguistics from the University of Washington. Her areas of interest include Second Language Acquisition, Foreign Language Teaching Pedagogy and Theoretical Linguistics.

As the Spanish Language Coordinator, her duties include the supervision of the First and Second Year courses, the Spanish Writing Center and the Spanish Conversation Program, as well as providing training in foreign language pedagogy and technology. As the newly appointed Director of Western Languages, she now supervises the coordinators and instructors for Arabic, French, German, Greek, Hebrew, Italian, Latin, Portuguese and Russian. She teaches Spanish language and culture and Spanish conversation and has taught Third Semester Spanish, Fourth Semester Spanish and Spanish Conversation.

Recently she was asked to submit activities for "Task-Based III: Expanding the Range of Tasks with Online Resources," which promotes language acquisition through the task-based and communicative approaches and the use of technology. She has presented at Conferences such as the American Council on the Teaching of Foreign Languages, Generative Approaches to Language Acquisition and the Linguistic Symposium on Romance Languages. Upon request, she has edited and reviewed materials for various Spanish textbook publishers.

In addition, Professor Schell has served on several committees and is currently the chair of both the Language and Culture Center Committee and the Spanish term-position search committee. She has been an advisor for students majoring and minoring in Spanish and has conducted directed studies at the request of former students. Since she began working for USF in 2005, she has been a facilitator every other week at the Spanish Conversation Tables. Recently along with staff from the Department of English as a Second Language, the Center for Global Education and International Student and Scholar Services, she created the organization "Global Dons," which aims to provide cultural and language exchange between international and MCL language students via monthly newsletters and events on campus. In 2008 she was the recipient of the University of San Francisco College of Arts and Sciences "College Service Award."

**Ana Urrutia-Jordana** is an Associate Professor who received her Ph.D. in Spanish with a specialization in 19<sup>th</sup> and 20<sup>th</sup> century Peninsular Literature from Stanford University and as part of her dissertation project, she was the recipient of a Fulbright Fellowship to conduct research in Spain on the Basque writer and philosopher, Miguel de Unamuno.

At USF she has taught a wide range of literature courses and seminars on Cervantes, Lorca and modern Spanish poetry, modern drama, the Generation of '98, 20<sup>th</sup> century post-war novels, along with Introduction to Spanish Literature I and II, every language course (First, Second, Third and Fourth Semester Spanish and Spanish Conversation), and the Senior Seminar. From 1998 until 2004, she was the Spanish Language Coordinator.

Her first book, *La poetización de la política en el Unamuno exiliado: De Fuerteventura a París y Romancero del destierro*, was subsequently published by the University of Salamanca press in 2003. Scholarly articles have appeared in Columbia University's *Revista Hispánica Moderna*, *Disposito*, and Salamanca's *Cuadernos de la Cátedra Miguel de Unamuno*. She has recently finished another book-length manuscript titled *Estudio crítico de Mi destierro*, which is being submitted to publishers in Spain and continues her study of the subject of exile, as well as the complexities of national identity and censorship in 20<sup>th</sup> century Spain. She is a regular presenter at the international conference, *Jornadas Unamunianas* that takes place every two years in the Casa-Museo Unamuno, in addition to presenting papers at the PAMLA and *La Chispa* conferences.

Professor Urrutia-Jordana's main service contribution to the department and the College of Arts and Sciences since her tenure-track appointment began at USF has been coordinating the Spanish Language Program from 1998 until 2004; she also served as faculty mentor for our current Coordinator. Since 1996, she has been the sole faculty advisor of the Nu Tau chapter of Sigma Delta Pi (the National Collegiate Hispanic Honor Society). In addition, she has also served on a number of committees, both for the department and the College of Art and Sciences, including an ad-hoc committee to review our by-laws, the Language Lab committee, the Curriculum committee, various Search committees, an advisory committee for the European Studies Certificate Program, the Humanities Advisory Board, as well as the University's Disciplinary Hearing committee. Within the Spanish program she continues to serve as an undergraduate advisor and now mentors those University Scholars majoring in Spanish. Last year, she was in charge of developing the USF Assessment Plan for the Spanish program. Beginning in 1996, she has offered weekly Spanish Conversation Tables (open to all students, faculty, staff), a commitment to members of the community that is on-going. For many years she served as the liaison between USF and the Consulate General of Spain, organizing cultural events and lectures, such as a recent show on the history and performance of flamenco, and a round table discussion on the Lisbon Treaty. She reviews numerous Spanish textbooks at the editors' request. Finally, as part of her community service, she has worked closely with the newly founded San Francisco Friends School in the Mission district, translating its admissions' package into Spanish, teaching a year-long Beginning Spanish course for parents and faculty, acting as interpreter for Spanish-speaking parents throughout the school year, and volunteering to serve on a number of committees.

#### **(4) Students**

As is true for any university department, the Spanish department strives to recruit intelligent and highly motivated students who have a passion for learning the Spanish language, as well as curiosity about the endless cultural aspects associated with the varieties of Spanish spoken both around the world and in the United States. In particular, the department looks for independent learners who appreciate the complexity of acquiring another language and therefore are eager to go beyond what is taught in the classroom to enhance their language acquisition. Ideally the students have well-developed writing and critical thinking skills and take the initiative to seek out information about the language and culture that motivate them not only to perform well in their studies but to apply their linguistic skills and knowledge outside of the classroom, here in San Francisco and in Spanish-speaking countries. Students with no prior Spanish-speaking experience who perform well and show enthusiasm in the USF courses are particularly encouraged to pursue the major or minor in Spanish. Students who have prior experience, especially those who have taken any Advanced Placement courses in high school, as well as Heritage (bilingual) students are also sought out.

Until now, our program has been suited for students studying literature and literary analysis in Spanish. After the revised curriculum, which will emphasize cultural studies as well as literature, has been created and approved, the target audience will include students who want to apply their Spanish-speaking skills and studies to other academic fields and professions, such as Education, International Studies, Latin American Studies and any profession that involves contact with Spanish speakers.

In terms of ethnic, racial and/or gender diversity, the student population in the Spanish courses is similar to other USF departments. There is also a higher percentage of Latino/Hispanic students



who are encouraged to take Spanish 221, “Spanish for Bilinguals” or are placed into upper-division levels based on their previous cultural and linguistic experience with the language.

Program expectations are communicated to students during the Orientation to the Major session that is held at the beginning of the scholastic year. Students have the opportunity to meet faculty members, learn about the major requirements, and familiarize themselves with the advising process. Expectations are also communicated to students in individual advising sessions with various full-time faculty members.

Students of all levels are encouraged to attend linguistic and cultural events both on and off campus to improve their language skills. The Spanish department has sponsored various activities, such as writing workshops with invited Spanish-speaking writers and film screenings with Spanish-speaking directors, as well as co-sponsored events, such as concerts, formal talks with outside guest speakers and theatrical productions. Guest speakers from study abroad programs have also been invited to classes to encourage students to participate in their programs. Several of these activities have been coordinated with Latin American Studies, International Studies, Ethnic Studies and History and other departments. High achieving students are invited to become members of Sigma Delta Pi, the National Collegiate Hispanic Society.

Learning outcomes are clearly stated on all course syllabi and students are made aware of their progress via instructor feedback. Although most faculty members use their own grading rubrics to evaluate their students, they have been given course objectives for each level of language study based on the “American Council on the Teaching of Foreign Languages” proficiency guidelines and the Spanish Assessment Plan; thus they are aware of what the expectations are for their level.

### **(5) Diversity and Internationalization**

The Spanish program embraces the University’s main objectives through its dedication to diversity, the Jesuit commitment to academic excellence, local community and service involvement, and a global perspective. The Spanish Program directly addresses the diversity and local predominance of Spanish language and cultures in our immediate communities, as well as their role in the global arena. We believe that the Spanish program is uniquely positioned to offer students a global and international perspective of our increasingly interconnected world, while engaging with the diverse Spanish-speaking community within the university and San Francisco.

To meet the University’s objectives, the program insists on cultural and linguistic proficiency that derives from a variety of experience: the study of literature and cultural artifacts, content-and-communicative based language courses, living abroad as well as direct engagement with our local community and our diverse full-time and adjunct faculty members. Because effective communication requires both linguistic and cultural proficiency, the Spanish program encourages students to apply their knowledge and communication skills so they can compete in many fields (education, business, health services, law, the arts, etc.), and insists on service to our local community through the implementation and on-going development of Service Learning Courses. Furthermore, we value a critical understanding of the complexity and diversity of Spanish-speaking cultures across the world in our literary and cultural studies courses, which offer our majors and minors a higher level of understanding of our local and global Spanish language and cultures. Following MLA recommendations for the re-thinking of the role of language and literature in liberal arts education, our commitment to diversity and

internationalization is based on the belief that “without language there is no communication, speculative thought, or community; without literature, there is no in-depth understanding of narratives that lead to the discovery of other cultures in their specificities and diversity and to the understanding of other human beings in their similarities and differences” (MLA White Paper 2006).

## **Diversity**

The Spanish Program’s percentile of gender and ethnicity is somewhat reflective of our student population; while the Spanish program has a small number of majors, they tend to be evenly split between Latino/Hispanic and Caucasian students. Of our five full-time faculty members, three are of Hispanic or Latin American descent, and two are Caucasian; in terms of gender, we have four women and one man. Our adjunct faculty also is almost equally distributed between genders and ethnicities: out of nine adjunct professors, four are men and five are women, with five of those being of Hispanic or Latino descent and four Caucasian.

The Program is making fundamental changes to raise the enrollment of Spanish Majors and Minors to take better advantage of the diverse interests and backgrounds of our students within a more dynamic and cohesive program. Currently the Spanish Program offers courses such as “Spanish for Bilingual Students” that directly addresses the large percentage of Heritage Language learners who pass through our program (most of whom are first generation college students). Such a course emphasizes linguistic proficiency and helps develop a sense of pride in both their heritage language and culture. At the moment, the Spanish Program offers one Service Learning Course, “Building Bridges” where students teach ESL to Spanish-speaking immigrants in San Francisco; additionally, courses that teach the history of Spanish-speaking immigrants and train student labor advocates for Spanish-speaking laborers are being created. Another course seeks to improve oral language skills through the study of the social and psychological issues that affect newly arrived Spanish-speaking immigrants by working with Newcomer High School, a one-year transitional education program for immigrants and/or refugees who need to learn English. Our commitment to the diversity of our field is also seen in course offerings such as Professor Schaffer’s “Christians, Muslims and Jews in Medieval Iberia” or Professor Lange-Churion’s seminar on “Dante’s *The Inferno*.” Along with such current offerings, there is now a general agreement by the program’s faculty that our courses need to respond even further to our student population and to the objectives of the university.

## **Internationalization**

As a de facto second language in California (and, arguably, much of the US) our faculty is involved in different programming to expand the international and global perspective of its students, among these events is the “Latin/o American Artist Series” supported by the Jesuit Foundation Grant and CELASA, inviting both local and international Spanish speaking artists to discuss the role of social justice in their art and community. For example, the Spanish Program collaborated with the Mexican Consulate to bring Mexican musician Horacio Franco as a part of the celebration of the Bi-centennial anniversary of Mexican Independence. Professor Urrutia has worked with the Consulate General of Spain in San Francisco to bring cultural events to USF, as well as helping to advertise the North American Language and Culture Assistants in Spain fellowships, a cultural exchange that has benefited a number of our students. Students have also volunteered for a range of community activities, including translating for the San Francisco Board of Education and working at the Latino Film Festival, to name but two.

Professor Schell has initiated discussions about our Study Abroad Programs and the need to go beyond Madrid to other locations in Spain and Latin America. Recently some concerns have been raised regarding the Third Semester study abroad programs in Puebla, Mexico and Madrid, Spain. In Puebla, USF students are housed together at a hotel in the center of town instead of living with host families or Mexican university students. This housing situation not only robs them of the opportunity to learn about Mexican culture, but it prevents them from being completely immersed in the language.

With respect to the program in Madrid, it was discovered that the students are given a placement exam upon arrival and then divided into two different groups according to ability. Instead of getting caught up to speed with more specialized attention and rigorous assignments, the students in Group B, the lower level, were given much less demanding work than Group A. In fact, many of the assignments they received were not even up to par with what our students in First Semester Spanish do at USF. Sadly, the same can be said for the students in Group A. upon returning to USF, seven students continued on with Fourth Semester Spanish and were shocked by the difficulty of the course content. Due to their lack of preparation, three are currently in a special directed study with an adjunct instructor and one is getting weekly tutoring with a hired peer tutor. Arrangements have been made to discuss this matter with the Center for Global Education. However, if major restructuring is not made, the Spanish Program can no longer endorse this program. Thus, apart from restructuring, we would like to dialogue with international programs that are still lacking a language component and who send students with little to no knowledge of the language of the host country. One invitation is to have the Spanish Program collaborate with the interdisciplinary Peru Immersion Program, a USF Community Connections-sponsored in collaboration with the USF Office of Service Learning. This on-going program could truly benefit from our Spanish-speaking students who could work in supporting the academic curriculum of third, fourth and fifth grade children at *Colegio Miguel Pro* and *El Centro para el Niño Trabajador* in the city of Tacna, Peru.

The Modern and Classical Languages Department and the Spanish Program are uniquely positioned to truly offer students a global perspective beyond a touristy, monolingual approach to their local and global communities. It is our belief that a critical understanding of the complexity and diversity of cultures across the world also requires a high level of linguistic and cultural proficiency. Thus, a true commitment to diversity and an international perspective cannot be achieved by monolingual English-speaking students, but by students who can truly dialogue and engage with our interconnected world. In accordance with the MLA Report we insist on the importance of language and literature in the Humanities, in particular with the belief that "the arts of language and the tools of literacy are key qualifications for full participation in the social, political, economic, literary and cultural life of the 21st century. Interpretation, translation and cross-cultural communication are essential in today's world."

#### **(6) Program Plan for the Future**

The Spanish Program faces major challenges in the future, among them, adjusting to changes in the profession, and shifts and social transformations in the Hispanic/Latino experience worldwide, in the US and particularly in California. This process touches on diverse aspects of curriculum, faculty recruitment, student recruitment and retention, and visibility.

At the root of our need to implement curricular reform lies the disparity between the number of student-credit hours in the Spanish Language Program, the largest in the Department of Modern and Classical Languages, and the low number of majors and minors we attract from these language classes. A large number of USF students pass through these courses every semester. However, despite the good coordination and design of these classes, we have not been able to attract many majors.

Student motivations to take Spanish are multiple and complex. Some might take Spanish language courses for reasons as practical as needing to speak the language for their future professions, given the fact, as Carlos Alonso argues, that Spanish in the US, more than a foreign language, is actually a second language ("Spanish: the Foreign National Language", *Profession* 2007 (2007): 218-228). Other students might come from a Hispanic/Latino heritage and desire to learn and/or polish the language of their parents and grandparents. And still others enroll in our courses simply because they need to fulfill the university-wide language requirement and Spanish is relatively familiar to most students in the nation. Be that as it may, we as a program are committed to recruiting more students from the Spanish language into the upper-division classes offered in the program. We must do so consistently so that we constitute a vibrant and cohesive program, one whose classes are not perennially affected every semester by dwindling enrollments and the cancellation of upper-division classes because minimum enrollment requirements are not met.

When students from language classes join the Spanish Major and Minor, they are not ready to engage the academic material presented to them in upper division classes. Many students are shocked at their own inability to engage canonical literary texts required for these classes. Reading skills, such as the ability to draw conclusions and to relate to abstract or figurative language, are deficient. Skills in academic writing are not much better. However, after exposure to challenging reading material and after continuous support in their writing skills from the SWC and the faculty teaching upper-division classes, students show relative improvement in these skills. To a large extent these shortcomings are endemic to the nation: "There are 7 million illiterate Americans. Another 27 million are unable to read well enough to complete a job application and 30 million can't read a simple sentence. There are some 50 million who read at a fourth or fifth grade level. Nearly a third of the nation's population is illiterate or barely literate—a figure that is growing by more than 2 million a year. A third of high-school graduates never read another book for the rest of their lives. And neither do 42 percent of college graduates. In 2007, 80 percent of the families in the U.S., did not buy or read a book". These figures refer to Americans reading in English! Faced with this dismal context, asking students to read, understand and paraphrase in Spanish the underlying meanings of Góngora's metaphors, the web of allusions in a short story by Borges, or the intricate connotations of a critical article on border-gnosis is an uphill battle.

We are developing strategies that not only bridge the gap between upper and lower-division classes, but that also promote in our students a passion for reading.

Spanish faculty have agreed to take heed of recommendations stated in the *Self Assessment Plan for the Spanish Program* "to rethink the configuration of our major and our courses so that our students can perceive a broader and more cohesive curriculum, one that both incorporates the language and the distinct cultures of the Spanish-speaking world" Chris Hedges, *Empire of Illusion: The End of Literacy and The Triumph of Spectacle* (New York: Nation Books,

2009),44). Currently we are working enthusiastically to design and implement specific changes to our program. While fundamentally in agreement with the need to bridge the divide between lower- and upper-division courses, not all faculty members in the program agree on how to do so. Particularly concerning Intermediate Spanish classes, some faculty members favor the use of thoughtfully-designed text books to improve students reading and writing skills, while others prefer to do away with text books at this level, advocating instead the use of relevant primary literary sources, such as short novels, collections of essays, collections of short stories, articles on current events, poems and films, purposely organized around both, an overarching theme for the class as well as clusters of grammatical points. Presently we do both: we ask students to purchase a common text (which, in fact, contains many types of short texts) and faculty supplement it to varying degrees, according to their own preference. Despite this minor difference among Spanish faculty, we all agree with the content-based pedagogy Professor Karyn Schell (coordinator of the Spanish Language Program) has thoughtfully designed for the lower-division classes. The discussion is productive and we are sure to arrive at a workable compromise.

Implementation of supplementary strategies to further develop and refine student reading and writing skills is advisable in the future. Faculty in the Spanish Program (including adjunct faculty) will make an effort to implement coherent reading strategies in both, lower and upper-division classes. Workshops to design appropriate reading strategies for the four-year program could offer a space where full-time faculty and adjuncts can exchange ideas and collaborate on this fundamental issue.

Similarly, we will explore additional resources to improve student academic writing skills; a class specifically tailored for this purpose would be ideal. The Spanish Writing Center (SWC) was originally conceived to offer students additional support in developing further academic writing skills in upper-division classes. Currently, the SWC assists students from lower-division classes; students are required to meet with SWC tutors to work on three modalities of academic writing throughout the semester. This facet of the SWC is well coordinated and relevant. But a lack of resources prevents the SWC from accommodating upper-division students on a regular basis.

To meet both of these needs, we will need to hire an instructor who could teach Spanish academic writing for upper-division students. We will also need to hire tutors to extend the scope of the SWC to include academic writing for upper-division classes. In light of numerous complaints about the overall effectiveness of the Conversation Tutoring Program, we will assess its relevance for the Spanish Program and ask the administration to reallocate funds for the SWC.

In the recent past we have lost three professors, most of them specializing in Latin America and/or Latino Chicano studies. None has been replaced. We need a faculty line to hire a tenure-track professor who can address academic issues in our program relevant to the Latino/Hispanic constituency in the United States. Carlos Alonso, whose recommendations for the future of Spanish Programs we have followed closely in our revision of the major, states that: "Departments of Spanish must position themselves to displace the culture they 'represent' from its putative geographic bounds in Spain or Spanish America to encompass comprehensively the presence of that cultural reality within the boundaries of the United States" ("Spanish: The Foreign National Language", 277). All full-time faculty members in the program agree that Professor Karina Hodoyan, currently a term-appointment, not only covers with excellence the intellectual lacunae pointed out by Alonso, but she has been fully committed in promoting the

program in the university community by organizing relevant events. She has fully identified with the future we envision for the program and has generously and consistently gone far beyond what her responsibility as a term appointment entails. In our collective view, she is deserving of a tenure track appointment.

For upper-division courses, the revised major will have two fundamental components: interdisciplinary and flexibility. In keeping with changes in the discipline and as per the recommendations included in the self-assessment of the program, courses in our major will explore cultural narratives (including visual/performing arts, film and popular culture) from a variety of perspectives and disciplines (social sciences, philosophy and theory). We also agree that the divide between Latin American culture and Peninsular should be avoided. Courses will be designed around specific topics that will function as an intellectual umbrella under which the experience of Hispanic cultures can be explored by students and instructors alike, in all their geographical (Spain, Latin America, the Caribbean and the US), linguistic and cultural dimensions. The following list of proposed courses, along with courses already taught in our department that incorporate an interdisciplinary approach, is indicative of the curricular changes we are proposing for the near future: "Cultures in Contact and Conflict"; "The Politics of Sexuality: The Spanish Speaking Woman in her Writing"; "Narratives of Oppression and Exile"; "Civilization and Barbarism: Aesthetic Re-enactments"; "Violence in Latin American Literature: *Caudillos*, *Gauchos* and *Narcotraficantes*"; "Hybrid Identities and its Representations: Border Culture"; "The Invention of America and the Crisis of Modernity"; "The Culture of Transition in Spain"; "New Aesthetic Tendencies in Spain and Latin America"; "Representing the Civil War: Spanish and Latin American Narratives"

The sequence of courses in the major has been far too rigid and unrealistic in light of the low number of majors and minors actually enrolled in the program. Students must fulfill prerequisite courses in order to enroll in subsequent classes. Faculty members in the program have been generous in making amends and exceptions by allowing students to take classes out of sequence, as well as conducting numerous directed studies when required classes have been cancelled because of low enrollments. The structure of the revised major will be far more flexible. After completing Intermediate Spanish students can enroll in 300-level courses chosen from a variety of electives. To complete the Spanish major, students will take a Capstone Seminar and a Special Topics Seminar preferably taught by a "Visiting Professor." The following is the sequence of courses we plan to implement in the future:

#### MAJOR IN SPANISH STUDIES (40 UNITS)

##### **REQUIRED COURSES**

SPAN 202. (Intermediate Spanish)

SPAN 301. Primer Encuentro: Colloquium on Hispanic Cultures

##### **SIX 300-LEVEL COURSES**

**One** linguistic course

**One** Service Learning Course

**Three** Literary and Cultural Studies courses

**One** Elective

##### **TWO 400-LEVEL COURSES**

**One** Capstone course

One Special Topics course (Preferably taught by a visiting professor from other department)

We will encourage initiatives to co-design and co-teach classes, as well as invite faculty members from other departments at USF (Performing Arts and Social Justice, History, Theology, among others) to teach classes in the program. This last initiative will not only be an attractive way of carrying out the interdisciplinary foundation of the program, but it will also invite intellectual cross-pollination on campus and, in the academic and creative exchange with faculty from other departments, increase our own intellectual visibility in the university.

One of the challenges faced by the Spanish Program is the relative lack of visibility in the college. This is partly explained by the fact that generally the culture in the nation does not value knowledge of foreign languages, and perhaps because of it, the complex connection between language and culture is lost to many. Consequently, language programs are perceived simply and solely as centers for the acquisition of language skills, functioning separately from culture. This attitude results in the pervasive notion that culture is wholly translatable. In practice, it is conceivable to find a Major in Latin American Studies at USF who has never read a whole book in Spanish. At USF, a number of departments in the College of Arts and Sciences and a number of colleges in the university promote attractive immersion programs in Latin America that proudly project the "Social Justice" mission of the university. And yet nothing in the structure and organization of these programs acknowledges that it might be desirable and culturally sensitive to acquire minimal language skills to be able to address Latin American/ Spanish subjects in their own language, and thus step out of a cultural solipsism that replicates the worst of globalization, neo-colonialism and cultural imperialism. Needless to say that in order to change this perception at USF, we need the undying support of the administration.

The following are some of the initiatives we seek to promote in the future:

1. A living and learning community, similar to the Erasmus Project, that focuses on the use of Spanish Hispanic/Latino cultures would be a welcome addition to our program. Ideally, students in this living community would be registered in a Spanish class. Perhaps, a Freshman Seminar or a Service Learning class structured on the Hispanic/Latino/Latin American experience in the Bay Area, taking advantage of the infinite resources the Bay Area has to offer for students and scholars interested in Hispanic Cultures.
2. In the past, the program has invited renowned Hispanic/Latino/Chicano artists, scholars and prominent public figures as guest speakers and guest lecturers. We plan to continue to organize such cultural and artistic events. Through connections forged with resources in the city, the program should become the host of a number of events on Hispanic/Latino cultures in the Bay Area, a role performed now by LAS and CELASA, with marginal acknowledgment to the contribution of the Spanish Program. Also the program should continue to plan towards increasing its cultural presence on campus. There should be a facility where a Spanish Club operates, constituted by students and attended by faculty, hosting, among other events, cultural reading groups and film retrospectives.
3. The Deans of Arts and Science and the University Provost should mandate that faculty members leading immersion programs with a social justice component in Spanish speaking countries, require their students to acquire, at least, a basic knowledge of Spanish before the immersion experience. Again, as socially relevant as the mission of these programs is, an

aloofness to the linguistic dimension of these cultures amounts to an indifference to the cultures themselves and perpetuates the notion that cultures are conveniently translatable. Ideally, the department should offer an intensive class in Spanish tailored specially for students and faculty planning to enroll in these programs.

4. The Spanish Program should also develop a track consisting of language for the professions. Motivation to learn Spanish differs among students, and while many register with an interest in the humanities, other students would like to use Spanish in more "practical" ways. A case in point is the demand to learn Spanish in the Nursing School, in the College of Law, in the College of Business and in the College of Education. The Spanish Program should develop a long-term plan and a clear structure, in partnership with these schools and colleges in the university, to design courses that respond to their specific demands.

5. Cultural and linguistic immersions in Spain and Latin America through well-designed programs abroad are of immense value to students. In the past, we offered an intensive-language immersion in Puebla, Mexico. This program was part of an exchange agreement with the ITESO system in Mexico. A faculty member was actively involved with USF students in the host country. Unfortunately, this program was discontinued. We welcome the opportunity to tailor our own Spanish program abroad with Spanish and Latin American universities. Such a program would not only include language classes, but also upper-division classes that would fulfill requirements for the major, and that would be taught by on-site faculty members from the Spanish Program. In the spirit of cooperation with universities abroad, we should also welcome the possibility of faculty and student exchange with partner universities.

By implementing these revisions to the Spanish Program in the coming years, we will continue to work towards our collective goals. We hope to create a vibrant and visible program with a popular major and minor, whose students---after completing the degree---will not only achieve proficiency in Spanish, but also understand the complex interconnections between language and culture. We expect the Spanish Program to address from multiple perspectives and disciplines issues of relevance in the Hispanic/Latin American/Latino experience, worldwide and in the United States. We hope that by engaging with our program students will acquire a sophisticated understanding of Spanish-speaking cultures. We are eager to contribute to the formation of students who will embody the principles of liberal arts education: independent thinkers with a passion for critical and creative inquiry and a well-rounded understanding of the human experience, in the hope that they will make use of their education to responsibly impact their lives and the lives of others.



### **III. Departmental Governance**

The Department has by-laws (Appendix 14), and the governance structure is described there.

The chair holds a department meeting at least twice per semester (but the meeting may be canceled when there are no agenda items). The department's full-time members are expected to attend but the adjuncts are not so obligated. The department chair approves MCL course schedules, students' foreign language requirement waivers, transfer credits from study-abroad, departmental purchases (office supplies, teaching materials, etc.), and event expenses. The term of the chair used to be three years, but it has been changed to two years since fall 2008.

Each program coordinator is assigned by the Dean. The program coordinator is responsible for finding adjunct faculty for the program and for recommending them to the Associate Dean. Regarding full-time faculty hiring, the hiring committee appointed by the Dean's office is responsible for selecting candidates, interviewing them, and recommending the finalist to the Dean. Program-based work (e.g., student advising, event organizing, etc.), is usually assigned by each program. Individual faculty members direct special requests (e.g., course reduction, extra course teaching, funds, etc.) to the Dean or Associate Dean without consultation with the department.

### **IV. Staff**

There is one full-time program assistant, Jennesis K. Jensen, and she has two student assistants working under her Monday to Friday between the hours of 12pm and 3pm. The Program Assistant oversees many projects and duties for the Department. This includes the management of:

- Language Placement exam scores
- The MCL Student-Tutoring Program
- Student tutor and assistant payroll
- Mid-Year and End of Year major parties
- Faculty searches
- Collage and Ektron webpage updating
- Concur Expense Reports
- The HSK Chinese Proficiency Exam
- Ulpan, The Hebrew Studies Program
- The Sigma Delta Pi Spanish Honors Society
- The MCL bulletin board
- The MCL mailroom and main office
- Graduation center updates
- Department meeting minute taking and recording
- The Language and Culture Center Open House
- Faculty and Student Needs
- Language Waivers and Substitutions

The turnover rate for the program assistant position has not been high during the past five years. Before Jennesis K. Jensen was hired, the previous program assistant had been working in the position for more than five years. However, the student assistant positions have a much higher turnover rate due to student graduation. On average, there are two student assistants hired and

trained in our department every three to four semesters. The Program Assistant strives to hire assistants who are in the first or second year of their studies so as to limit frequent turnover.

Starting in early November 2009, the Department of Modern and Classical Languages will hire another student assistant to support the Program Assistant. The new student assistant will be able to speak, read and write in Mandarin Chinese so that they may assist the Program Assistant with the administration of the HSK Chinese Fluency Exam. The HSK Exam is hosted and administered bi-annually through the Department of Modern and Classical Languages at USF.

Numerous training programs are offered to staff at the University of San Francisco and the Program Assistant, Jennesis K. Jensen has been trained in many programs specific to the needs of the Department of Modern and Classical Languages including, among others, Banner General Navigation, Concur Expense Reporting, Academic Continuity using Blackboard and Wimba Classroom, Introduction to Office 2007 for Windows, Excel Basics / Intermediate / Advanced, etc.

## **V. Technology and Informational Resources**

For most language and literature classes, students are required to have general computer skills, such as knowledge of Microsoft Word, in order to type papers and more formal assignments. Several instructors, particularly in the Lower Division language courses, have their students write weekly journals using on-line blogs (for example blogspot.com), wikis (such as wikispaces.com) or the wiki that can be configured using Blackboard 7.0 and higher, or the Discussion Board, which is available on Blackboard. Many also use “Audacity” (a free on-line program) to make audio recordings. The instructor either gives a demonstration on how to set up and use the specific application or invites an expert from the Center for Instructional Technology or the Language and Culture Center director to do so.

With respect to curriculum delivery, around 95% of the MCL instructors use Blackboard shells to distribute teaching materials and provide their students with additional pedagogical and cultural materials. These shells can also be used in Smart Classrooms in order to access specific materials or links. In addition, the French and the Spanish Writing Centers and the First Year Spanish Conversation Program use Blackboard for their programs, and there are specific shells available for Spanish faculty, as well as MCL and ESL faculty (“Spanish First and Second Year Faculty Resources” and “MCL/ESL Faculty Resources”, respectively). Faculty can contribute to and access the pedagogical materials included there.

Several technological applications are used for foreign language instruction, particularly in the language classes: videos, DVDs, audio CDs and cassettes, mp3 files, iTunes, youtube.com, cable television, Internet sites from around the world, and the various language software programs that are installed on the computers in the Language Classroom and the tutorial rooms at the Language and Culture Center, including Audacity, Longman iBT Prep 2.0, Logitech Video Cam software, Robo Sensei, Skype, Quicktime player, Video Lan media player. These applications are used for listening and reading comprehension as well as grammar and writing exercises, and also provide access to essential informational and cultural content.

Workshops on technology and its foreign language-teaching applications have been provided to all MCL and ESL faculty by the staff at the Language and Culture Center, the staff at the Center

for Instructional Technology, invited guests from textbook publishers, the Asian Languages Director, Noriko Nagata and the Spanish Language Coordinator/Western Languages Director, Karyn Schell. During the 2009-2010 academic year, the Language and Culture Center began giving two-hour workshops on specific technological applications for language teaching twice a semester. It plans on purchasing additional equipment, such as digital video cameras, digital audio recorders, microphones, equipment to digitize videos for both students and instructors to use in preparing class assignments.

## **VI. Facilities**

Since the opening of Kalmanovitz Hall in Fall 2008, office space for full-time faculty has been satisfactory. Office space for part-time faculty, however, is not ideal. There are an average of 8 adjunct instructors in Spanish each semester who share an office space with other adjunct instructors from Modern and Classical Languages. The office contains 3 computer desks and a separate worktable, which allows 3-4 people at a time to work there comfortably, but when students arrive for office hours while instructors are working, the space is cramped, loud and not sufficiently private for private conversation. In addition, adjunct faculty from Spanish, and three other languages all share the same mailbox in the mailroom, which is constantly overflowing with mail. The French and German adjunct faculty share one office space, and the Chinese, Japanese, and Tagalog share another office space as well. Each office contains a computer, a desk, a bookshelf, and a file cabinet. Asian language adjunct faculty arrange their office hours not to conflict each other.

The two conference rooms on the third floor of Kalmanovitz are sufficient for smaller gatherings and meetings, but not for all members of MCL. Tables have to be removed and extra chairs must be located around the third floor to accommodate groups larger than 12, which wastes time and creates disruption. There is no space, such as a lounge of any sort, where department functions can be held, which makes widely attended workshops, meetings or departmental get-togethers impossible.

### **The Language and Culture Center (LCC)**

Since Fall 2008, the departments of Modern and Classical Languages and English as a Second Language have their own laboratory facilities and space in the basement of Cowell Hall (LCC). The LCC consists of 3 rooms:

- **Foreign Language Writing Center (G-24):** currently being occupied by French, German, Japanese, and Spanish for writing tutorials during which adjunct instructors meet with students one-on-one; bilingual dictionaries and other writing resources available; only accessed by faculty members or writing tutors. Although the space is large enough, the poor acoustics and lack of windows prohibit having more than 3 tutorials at the same time. Spanish tutors in particular have been advised to move to one of the tutorial rooms in G-02 if the noise is unbearable and to schedule their tutorials during less-busy hours. The Japanese writing tutor used a tutorial room in G-02 this fall, which worked out well.
- **Foreign Language Classroom (G-25):** computer classroom equipped with 27 computer stations and console; desks are set up in form of a large rectangle so all students can see the projection screen and interact more easily with one another; can only be reserved and accessed

by faculty members holding class, meetings or workshops. Due to the high cost and low budget, the old, malfunctioning language-learning system from the former language lab in the Rossi Wing of Lone Mountain was not replaced after the move to Cowell Hall. Several instructors have complained that they miss the specific language lab features that this system used to provide. Other more inexpensive options have been implemented to replace most, but not all, of those features.

• **Resource Room (G-02):** houses reception area for LCC, LCC director's office, foreign language materials, such as textbooks, DVDs and videos, and contains 2 small tutorial rooms equipped with two computers and white board; open to the public. The public has access to most of the equipment and pedagogical materials at the Resource Room but cannot take them outside and may not always be able to use them there without a reservation. The tutorial rooms are primarily used for viewing films and accessing the language learning software installed on the computers. They are often used for conversation and peer tutorials, as well. Space is also available for instructors to create specific projects involving technology. Plans have been made to purchase more equipment for other work, such as digitizing various media and film projects using iMovie.

The university has greatly increased the number of "smart classrooms" that are fully equipped with computer and Internet access. When these particular rooms are available, foreign language teaching needs are more than adequately met. Unfortunately, several instructors do not get access to these rooms, which can greatly affect the quality of their teaching. Since students mostly work on their speaking and listening comprehension skills, it is absolutely imperative that they have access to computers, the Internet, TV, and a DVD/VCR player. The university clearly recognizes the importance of incorporating technology into foreign language instruction, as it has pushed for more training for the language faculty. This cannot occur, however, if instructors do not have access to the necessary equipment in the classroom. Therefore, the conversion of more smart classrooms will greatly benefit all language classes.

In addition, several rooms have fixed desks and chairs, which severely limits options for conversational and collaborative activities and worse, seriously inhibits student-centered pedagogy. Several instructors like to put their students in a circle for group discussions and all instructors require their students to work in pairs and in small groups of 3 to 4. Therefore, more rooms need moveable seats and tables. We urgently require more flexible instructional facilities.

A campus-wide shortage of classrooms during certain time periods has exacerbated some of the above problems. A handful of instructors who have either not been assigned a classroom due to lack of availability or who do not have access to adequate media and equipment have been able to schedule their classes in one of the three computer labs at CIT in the basement of Education. But instructors from several other departments compete for those classrooms. Due to this competition, CIT has created strict reservation policies that require proof of need of the equipment in those labs. The classroom shortage, however, persists.

Instructors from MCL and ESL can reserve the Language Classroom at the LCC, but on a technology needs basis only. Due to the high number of language instructors in both programs, the LCC has a strict policy that no instructor can hold all of his/her classes there. Therefore, this is not a back-up classroom when other rooms on campus are not available.

Finally, the location of classes is a particular challenge for instructors who teach two or more classes back-to-back. The 10 minutes in between most classes is not enough time to get from one end of campus to another, much less to boot up and shut down computers, projectors and other media equipment use to create stimulating and effective instruction. The current "room crisis" often does not permit the same instructor to teach different classes at the same location on campus, let alone the same building.

## **VII. Departmental Plan for the Future**

Each individual degree program provided detailed plans for the future and the MCL department as whole supports these ideas and developments.

At the departmental level, we would like to address the following issues in the future:

- Job placement has been an issue in foreign language programs, and teaching the target language is an excellent career for us to place students in. In order to produce educators prepared in teaching the target language at secondary schools, it will be necessary to offer courses like linguistics (the structure of the target language), second language acquisition, and teaching methods and techniques. The MCL full-time faculty who specialize linguistics and language pedagogy will be able to teach such courses, but more full-time faculty in this area will be required. The two new positions approved by the Dean, one for Spanish and the other for Chinese, are in fact in this field, so the faculty hired for the positions may serve this purpose as well. Some foreign language departments in America even have a teaching credential program to encourage undergraduate students toward a teaching career. That is something we could consider for the future.
- The previous reviewers suggested more full-time faculty's involvement in teaching language courses on a regular basis. The situation has not improved significantly. The Department has run pedagogy workshops, as the previous external review recommended, but these workshops tend to be frequented only by faculty principally involved in language education. Aside from mandating minimum language teaching requirements for senior faculty, the best course would seem to be to hire new faculty specializing in second language acquisition, linguistics, and educational technology. Pertaining to this recommendation, please see section I.B.(1). b) (pages 6-7) above.
- The enrollment cap for the language courses has been 22. The department strongly suggests reducing the cap to 16 or 18 (many other institutions cap enrollment at that level). We also offer a number of College Core curriculum courses, and strongly recommend that the enrollment cap of the college core courses should be reduced from 40 to 25 or 30.
- The conversation tutor program was dramatically improved after Jennesis Jensen (MCL Program Assistant) began to coordinate it. The system is working well for most of the programs and students benefit from conversation practice outside of classroom meetings. However, the Spanish program identified some problems (see the Spanish self-study section) and we will continue to investigate ways to improve the conversation tutor program and to make it as effective as possible.

- The Department comprises 13 mostly independent programs (plus two more planned to start in Fall 2010), which rivals the number of departments in a typical college. Each program has its own interests and issues, and it is only natural that issues of unity will emerge from time to time. In the past several years, the Department increased faculty participation in the following areas:
  - ❖ We created an Asian Language Director and a Western Language Director who coordinate course schedules, observe adjunct language courses of the respective divisions, and closely communicate with the faculty members responsible for language teaching.
  - ❖ We have two or three in-house workshops per semester on technology use and language instruction jointly organized by the Asian and Western language directors. We would like to see more full-time faculty participate in the workshops in the future. We are also planning to invite presenters from outside universities to expand workshops.
  - ❖ We have the LCC (Language and Culture Center) committee composed by a representative of each degree language program, which surely facilitates communication across different language programs and develops common interests.
  - ❖ We began to hold social Christmas and year-ending parties for MCL faculty and students (the MCL program assistant is an excellent organizer!).
  - ❖ Several full-time and a few part time faculty go to the ACTFL conference every year and they report what they learned from the conference at subsequent department meetings.
  - ❖ New course proposals are circulated among the MCL full-time members, so we can expect more faculty involvement in MCL curriculum development in the future.

We are committed to continuing and expanding these efforts.

## **VIII. Appendices**

### **Appendix 1: French Studies Required/Elective Courses for the Major and the Minor**

Students majoring in French complete a program of 40 units.

FREN - 202 Fourth Semester French (4 units) (course taught in French)

Upper division courses (36 units)

One - Culture Course: (4 units) (courses are taught in English)

FREN - 250 Africa Film Africa (fulfills CD requirement)

FREN - 260 a.k.a. Africa, Mapping Identity (fulfills Core C1 Literature)

FREN - 340 French Cinema and Literature (fulfills Core C1 Literature)

FREN - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century (fulfills Core C1 Literature)

Five 300-level Courses: (20 units) (courses are taught in French)

FREN - 300 French Culture and Civilization

FREN - 320 Introduction to Textual Analysis

FREN - 322 Introduction to French Literature 17th and 18th Centuries

FREN - 324 Introduction to French Literature 19th and 20th Centuries

FREN - 330 Francophone Literature I

FREN - 332 Francophone Literature II

Three 400-level Seminars (12 units) (courses are taught in French)

FREN - 440 French and Francophone Women Writers

FREN - 440 Representations of the Feminine

FREN - 440 Conditions of Love

FREN - 440 French Culture for Business

FREN - 440 Period Seminars: French Literature and Culture

FREN - 450 Carte d'Identité / Mapping French Identity

### **Appendix 2: French Studies Course Descriptions**

#### **FREN – 101. First Semester French (4)**

An elementary French course. Accent on listening, speaking, reading and writing skills at the beginner's level.

#### **FREN – 102. Second Semester French (4)**

Prerequisite: FREN 101 or equivalent competence as determined by the placement test.  
Continuation of First Semester French.

#### **FREN - 201. Third Semester French (4)**

Prerequisite: FREN - 102 or equivalent competence as determined by the placement test. Review of grammar. Accent on developing listening, speaking, reading, and stress on conversation.

#### **FREN - 202. Fourth Semester French (4)**

Prerequisite: FREN - 201 or equivalent competence as determined by the placement test. An intermediate-level course focusing on developing the elementary reading, writing, listening and speaking skills as well as grammar acquired in the first year. In addition, there is an increased focus on cultural knowledge and the inclusion of a full-length work of literature.

**FREN - 195 Freshman Seminars: Season in the Congo** (Offered to Freshman only in the Fall). The Congo has played a privileged role in the Western imagination, whether the terrifying and exotic "heart of darkness" of early accounts or the subject of humanitarian efforts in recent times. To counter simplistic images, we explore the history and culture of the country through a variety of texts and forms of cultural expression.

**CMPL - 195 Freshman Seminar: The Beauty of the Beast** (Offered to Freshman only in the Fall).

Human connections to the realm of animals can be of symbolic, symbiotic, and/or anthropomorphic nature. This semester explores the intricacies of such relationships to understand the moral, social and political implications of selected works of art and literature. Hence, their role in society, and the ways in which they impact us as citizens of the world.

**FREN - 250. Africa Films Africa (4)**

The diversity of the African continent as seen through the eyes of its filmmakers. Weekly viewings and discussions are informed by critical literature on African film and its place in the West and the developing world. Cross Listed With: MS - 250

**FREN - 260. a.k.a. Africa: Mapping Identities in African Literature and Film (4)**

A substantial introduction to the literature and film of the African continent. Works from five different regions and more than a dozen countries ranging from traditional folk tales to experimental novels expose students to the diversity of the continent through its rich literary heritage.

**FREN - 340. French Cinema and Literature (4)**

A comprehensive history of French Cinema and literature from the turn of the 20th Century to the present. Students read, analyze, compare and contrast literary and cinematic works of each significant period starting with the invention of the first camera and the Lumière Brothers' first films to the different movements that influenced today's film and literary productions.

**FREN - 350. Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century (4)**

The course explores the many cultural exchanges between France and Germany from the late 1800s to the early decades of the 20th century. In this period, Paris and Berlin were centers of artistic productions. The new perspectives in literature, art, architecture, and film of this period and their integration with social and political developments are focal points. The foundation is Nietzsche's manifesto of personal self-overcoming. (course is cross-listed with German minor)

**FREN - 300. French Culture and Civilization (4)**

Prerequisite: FREN - 202 or equivalent. French culture and civilization focuses on the study of French society from 1851 to the present through cultural phenomena in the context of major historical, political, and social events.

**FREN - 320. Introduction to Textual Analysis (4)**



An introduction to reading and analyzing literary works, with special emphasis on the acquisition of critical vocabulary through readings in major genres (poems, plays, novels) and multiple writing assignments.

**FREN - 322. Introduction to French Literature 17th and 18th Centuries (4)**

An introduction to the major literary currents of the 17th and 18th centuries, to the historical events that helped shape them, and to other cultural manifestations associated with them.

**FREN - 324. Introduction to French Literature 19th and 20th Centuries (4)**

An introduction to the major literary currents of the 19th, 20th and 21st centuries to the historical events that helped shape them, and to other cultural manifestations associated with them.

**FREN - 330. Francophone Literature I (4)**

An intensive and comprehensive introduction to the literature and culture of the almost thirty French speaking countries of Africa through representative texts produced in three very culturally diverse regions: North, West and Central Africa.

**FREN - 332. Francophone Literature II (4)**

An intensive and comprehensive introduction to the Francophone world excluding Africa (which is covered in French 330). Texts, DVDs, and artifacts are used as the basis for an exploration of the literary, cinematic and popular production, and the cultural and linguistic specificity of French-speaking groups in North America, the Caribbean, Southeast Asia and Oceania.

**FREN - 398. Directed Study (4) (1-4)**

Individual project on various topics of French and Francophone studies to be determined with the instructor. Written permission of the department chair and the dean is required. Offered every semester at the upper-division level only to help students complete their requirements for the major or the minor.

**FREN - 399. Internship**

Internship in French companies (businesses or financial institutions), or French government agencies (Consulate, Chamber of Commerce). Written permission of the instructor, the department chair and the dean is required.

**FREN-440. Seminar: Special Topics in French Literature and Culture (4)**

- Conditions of Love: An exploration of the theme of Love to analyze, compare and contrast its various manifestations as depicted in selected works of French literature, art and films.
- French Culture for Business: Specializes on cultural knowledge and language skills needed for everyday situations and business practices when living in France.
- Representations of the Feminine: examines women portrayed by female and male French authors in literature, art, and films, which contribute to understanding their changing roles, and social status from 1850 to the present.
- Period Seminars: (Middle-Ages and the Renaissance; 17th and 18th Centuries; 19th Century; 20th and 21st Centuries). Study of major works of French and Francophone literature for a

better understanding and knowledge of French culture and society, with a historical perspective.

### **FREN-450. Seminar: Special Topics in Francophone Literature and Culture (4)**

- **French and Francophone Women Writers:** Students study a variety of texts (novels, films, bandes dessinées, etc.) as well as theoretical texts (on iconic figures of French feminism such as Hélène Cixous, Julia Kristeva and Luce Irigaray) in order to develop an appreciation of the diversity of production by women authors and filmmakers.
- **Carte d'Identité / Mapping French Identity:** This course can take various forms. It emphasizes the historical links between France and its former colonies as well as current Overseas Departments and Territories as it examines the dialogue between the center and the margins.

### **Appendix 3: French Studies Program Goals and Outcomes**

#### **Goal:**

1. **To communicate clearly and effectively in French, both in written and oral discourse**

**Defined:** To achieve a common minimum of Advanced Low for language production, i.e. speaking (a) and writing (b), as well as a minimum of Advanced Mid for language comprehension, i.e. listening (c) and reading (d) on the ACTFL Proficiency Guidelines.

#### **Measurable outcomes:**

- a. **Speaking:** Graduates will express information and opinions in French in a consistent, effective, and clear French.
- b. **Writing:** Graduates will write coherently in French using the disciplinary conventions and methodologies that constitute effective literary and cultural analysis.
- c. **Listening:** Graduates will understand connected oral discourse on a variety of issues produced by native speakers from different places and times.
- d. **Reading:** Graduates will demonstrate a critical competence to identify, interpret, and evaluate the main ideas and formal features of literary texts and formal artifacts from all periods and genres, showing some sensitivity to the plurality of meanings they offer.

#### **Performance Rubrics:**

	<b>Inadequate Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a. Speaking	Students can interact with native speakers but there is a strong interference from English, and misunderstandings are frequent. Students feel most comfortable talking	Students can initiate, sustain and conclude conversations on personal, cultural and academic matters with native speakers in their own communities (either abroad, through service learning, or in informal	Students can explain complex ideas in detail using precise vocabulary and intonation patterns. There is little interference from English.

	about personal matters.	encounters on and off campus). Their speech may contain pauses, reformulations and self-corrections as they search for the adequate words	
b. Writing	Students' writing often shows lack of fluency due to systematic grammatical errors, misuse of words, and spelling mistakes. Syntax is poor consisting of recombinations of learned vocabulary and structures into simple sentences.	Students can frame and sustain an argument that includes both the exposition and explanation of information, even when there is only partial control of complex structures. They are attentive to questions of structure and style in their written work, but transitions and cohesive devices may still be limited.	Students' writing incorporates a wide range of expressions and rhetorical forms with attention to register and finer shades of meaning. Some misuse of vocabulary may still be evident, but in general there is little interference from English.
c. Listening	Students' understanding is uneven which causes them to often miss main ideas when interaction is not face-to-face and on familiar topics.	Students can synthesize the main ideas of extended conversation, audiovisual materials, and academic lectures.	Students can follow the general lines of more complex arguments, provided the topic is reasonably familiar.
d. Reading	Students need guidance to understand literary excerpts and longer texts from a variety of sources.	Students are able to read and understand texts from a variety of sources and understand literary texts representing different genres.	Students begin to discern writers' attitudes and viewpoints. They may understand texts in varying literary styles of greater length and complexity.

#### **Possible measurement methods:**

- NEW Placement Exam
- Course embedded assignments: oral presentations, compositions, tests (with and without oral component), journals and/or blogs, conversation groups, class discussions and homework.
- Discussions in the classroom are conducted exclusively in French. Readings, writing assignments and exams are also all in French.
- Extracurricular activities such as Conversation Tables, tutoring through the French Writing Center (FWC) help reinforce spoken interaction and writing techniques, respectively.

We believe that a new online Placement Exam is needed for the implementation of the French program's assessment plan, and most particularly Goal 1. The exam will serve several purposes

within our program: as placement test for incoming students, as entry test to French Majors, and as measurement of the goals we have designed for our graduates. Our current Placement Test, although recently updated to become accessible to students on-line, does not fully evaluate reading comprehension, listening, and writing. The current exam lacks the necessary rigor for evaluating the overall communicative skills of our students at the different levels described.

### **Who will conduct the assessment?**

The Coordinator of the French Language Program would coordinate this process for all of our incoming students. In addition, every student that declares a major in French should meet with his or her advisor after taking the Placement Exam to discuss future coursework and/or needed improvements in pertinent areas (speaking, writing, listening and reading) before signing for core courses. Finally, all graduates would be required to take the placement exam in the last semester of their Senior year, initially for the sake of assessing the needs of our program, though perhaps as an exit exam in the future. A faculty member (on a rotating basis) could then write a summary of the results and inform those in our program of the best possible improvements that should be made.

### **How will data be used to improve the program or revise curricula?**

After the new Placement Test has been implemented, all incoming students and declared majors will have been tested at the beginning and end of each semester for a full academic year, a careful review of the scores and proficiency levels of our majors and graduates will allow us to determine more clearly what path we should take to improve the classroom learning environment. Some possible outcomes include: adding one semester of language instruction to the Major; developing more language-intensive courses in immersion; emphasizing specialized training of our adjunct faculty as we strive for establishing similar learning outcomes for all sections of a given course. In addition, we may need to adjust the desired proficiency levels of our graduating seniors.

### **Goal:**

- 2. To demonstrate a concrete knowledge of major artistic works and figures of the French-speaking world**

**Defined: To demonstrate a basic critical ability to identify and evaluate the ideas and formal features of major artistic works and figures, the contexts in which they are produced, and the perspectives they represent.**

### **Measurable Outcomes:**

- a. Apply analytical skills to the interpretation of a wide spectrum of cultural phenomena, including literature, art, music, film and popular media
- b. Identify major artistic and cultural figures of the French-speaking world and their principal works
- c. Situate the Arts in the context of their historical, cultural, and aesthetic traditions, while recognizing the limitations of such categorizations.

### **Performance Rubrics:**

<b>Inadequate Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a. Students still struggle when trying to analyze	Students can evaluate texts through a range of critical	Students can evaluate the function of different

complex material; a dependence on summary or exposition versus argument and an inability to develop their own thesis when ask to write or discuss independent ideas.	approaches and can apply analytical strategies (learned through literary analysis) to non-literary texts of the French - speaking world, including news media, film, advertisements, visual arts, performance, etc. Students can develop and carry out independent reading and research beyond the knowledge and understanding provided in the classroom.	stylistic devices within a text and can uncover nuanced and multilayered meanings and complexities of a text (or artistic work) through various modes of inquiry. They can begin to assess competing claims of interpretation of a text or other work of art independently and with confidence.
b. Students have only the most cursory understanding of essential works and figures within the French or Francophone world. Mistake in differentiating between Francophone cultures occur often.	Students demonstrates an understanding of major artistic works and figures as well as the essential characteristics of the trends, periods, movements and names within the French and Francophone intellectual traditions that influence them.	Students demonstrate a depth of knowledge and breadth of the major artistic works and figures from the French and/or Francophone world.
c. Students blur essential distinctions between Francophone countries and cultures. A lack of sophisticated thought is often linked to sloppiness, disinterest and repetitive errors in argument.	Students recognize key terms specific to the French-speaking world. They can compare and contrast artistic works from different eras, including those that represent important trends and movements from the same period, while also demonstrating knowledge of the significant events that have impacted French and Francophone cultures across the centuries. They are aware that conventions and canons may be questioned.	Students regularly show a command of recognizing particularities of individual intellectual traditions within the French and/or Francophone world.

#### **Possible measurement methods:**

- Course embedded assignments: weekly writing samples, term papers, midterm and final exams (short and essay questions) and in-class oral presentations. Substantive research papers at the 400 level.
- Terminology and critical approaches are introduced in FRN 320 and reinforced subsequently.
- Majors take a minimum of six courses, equally distributed between literature and culture of France and/or French-speaking countries, and/or with a declared emphasis (Africa, Islands, Québec).
- Syllabi Analyses (once major is reconfigured).

Although the specifics of the French program differ from the Spanish program as French is not a "Foreign National Language" in the US, it could certainly benefit from recommendations made by the MLA Ad Hoc Committee on Foreign Languages arguing for "a more unified approach to a four-year curriculum that seeks to situate language study in its cultural, historical, geographic, and cross-cultural frames" (*Profession*, 2007-239). The French curriculum offers two non-literature core courses over a rotation of four to six semesters, (French Culture and Civilization; French Culture for Business), it is true that, much like the Spanish program, the structure of our current French Major follows the "standard configuration of university foreign language curricula, in which a two-year language sequence feeds into a set of core courses primarily focused on [the] canonical literature" (236). In our program such canons include French and Francophone authors as separate entities. It would be advisable to rethink the configuration of the Major and our courses so that our students can perceive a broader and more culturally diverse curriculum, one that incorporates the language and the distinct cultures of the French-speaking world, in France and Francophone countries. This will allow us to assess our goals more efficiently.

### **Who will conduct the assessment?**

To this end, all three full-time members of the faculty in the French program should meet twice during the fall 2008, first to discuss how to reconfigure the Major and a second time to approve a new design as well as to make the necessary amendments to this assessment plan.

### **How will data be used to improve the program or revise curricula?**

Based on the titles of our courses it is clear that our focus is on literature, either French or Francophone 1 and 2, which refer to the literatures of Africa (1) and outside of Africa (2). As part of the assessment of the French major, upper-division courses should be reconfigured to reflect the cross-cultural inquiry and multiple subject matters that reflect the French-speaking world of today.

### **Goal:**

3. To respect difference and diversity, both in the context of their own culture and globally

**Defined:** To demonstrate a basic understanding of, and respect toward several of the many cultures of French speakers in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).

### **Measurable Outcomes:**

- a. Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural and social diversity of France, the Francophone world, and the US
- b. Recognize and respect differences by engaging the perspective of others to better understand and critically reflect on a more complex world view
- c. Discuss contemporary issues related to France, the Francophone world and the US in their historical contexts

### **Performance Rubrics:**

Inadequate Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a. Students are unaware of the principal customs,	Students show an awareness of relationships between	Students demonstrate a detailed knowledge and

patterns of thought, beliefs and values of French and Francophone cultures.	ethnicity, race, religion, culture, history, politics, and economics in the production of artistic works.	clear understanding of one or more of the cultures associated with French.
b. Students show a lack of tolerance for, and indifference to, examination of controversial aspects of the cultures associated with France, the Francophone world in relation to the US.	Students can reflect upon how cultural values can be traced across time and how these values shape perceptions, practices and texts. They can consider issues of colonization, globalization, race and ethnicity in the French and Francophone context, and in relation to the US.	Students appreciate (intellectually and esthetically) some of the beliefs or values of a culture or cultures associated with the French-speaking world and may have assimilated them; they can discuss moral issues pertaining to these various cultures and their complex, interwoven histories.
c. Students show little interest or knowledge of contemporary issues associated with French and Francophone cultures.	Students recognize the points of contact between France and Francophone countries in relation to the US. They act with informed awareness of contemporary issues in their historical contexts.	Students can effectively compare the various levels and realms within one or several cultures of France and one or more Francophone countries in relation to the US and their own.

#### **Possible measurement methods:**

- Course embedded assignment: multiple writing assignments; term papers, midterm and final exams, and in-class oral presentations. Substantive research papers at the 400 level.
- Curricular embedded distribution requirements cover multiple subject matters including the Arts, Culture and Society, France and the Islamic world; France in relation to the EU, the Francophone world and the US.
- Study abroad is strongly recommended for majors.
- Students enrolled in Interdisciplinary programs: International Studies / Comparative Literature and Culture; students involved in service or research in French-speaking countries or with French communities in the Bay Area.

The location of our university in a culturally diverse setting can contribute substantially to this goal. A well established French-speaking community in the Bay area offers numerous enriching cultural and social activities in which students can participate. Such gatherings contribute to a better understanding of the diverse and multicultural identity of the French-speaking world as represented here in the Bay area.

#### **Who will conduct the assessment?**

Full time faculty in the French program should meet twice during the Fall 2008, first to discuss how to reconfigure the Major and a second time to approve a new design as well as to make the necessary amendments to this assessment plan.

### **How will data be used to improve the program or revise curricula?**

As part of the revisions to the current French major, upper-division courses should reflect the cross-cultural inquiry and multiple subject matters that define the French-speaking world of today.

### **Goal:**

- 4. To develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning**

**Defined:** To focus on how language and culture are essential elements of individual and group identity.

### **Measurable Outcomes:**

- a. Reflect upon how the analysis of artistic works within their cultural contexts encourages creative thinking.
- b. Adapt the knowledge and skills they have learned to new experiences and learning opportunities.
- c. Develop an appreciation for and a life-long interest in French-speaking cultures.

### **Performance Rubrics:**

	<b>Inadequate Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a.	Graduates do not pursue careers or lifestyles that utilize or expand any of the analytical skills learned.	Graduates demonstrate how their acquired skills allow them to engage in intellectual discussions and work that is connected to the appreciation of other cultures.	Graduates conduct research and participate in the cultural conversation of ideas within a wide variety of academic and professional fields.
b.	Graduates lose their proficiency in the language and their interest in the French and Francophone world. Intellectual curiosity is not sustained with any enthusiasm or rigor.	Graduates are able to apply language proficiency and knowledge to enhance competency in other disciplines, particularly those that bring each graduate into professional or social contact with native French-speakers.	Graduates obtain advanced degrees as well as teaching positions or jobs that serve the French and Francophone population in the US or abroad.
c.	Graduates show a general disinterest in the cultures of France, Francophone countries or Francophone communities in the US. Students rely on cultural clichés as opposed to individual experience to inform themselves about the world.	Graduates embrace a multicultural global environment, and remain appreciative of and sophisticated about French-speaking cultures throughout their lives.	Graduates become actively involved in educational institutions, NGOs, community-based organizations or local groups to promote cross-cultural understanding between French and Francophone cultures and others.



**Possible measurement methods:**

- Embedded assignments: research papers, reflection papers, journals.
- Number of students who obtain advanced degrees, teaching positions or jobs that serve the French-speaking population in the US or abroad. Number of students who remain involved in service or research in French-speaking communities (within the US) and/or countries. Number of recipients of International grants or internships after graduation.
- Online surveys or questionnaires:

Online surveys or questionnaires would be designed with our exiting students and our alumni in mind, once the new Major configuration is in place, to determine the effectiveness of each goal within the major.

**Who will conduct the assessment?**

Two faculty members (on a rotating basis) would review the surveys or questionnaires annually and would then write a summary of the results for those in our program, as well as the best possible corrections that should be taken.

**How will data be used to improve the program or revise curricula?**

Surveys or questionnaires should be a valuable assessment tool when reviewing new curricula.

**Time Frame**

October 15, 2008	All faculty in the French program will have discussed the assessment plan.
May 15, 2009*	The French program will have assessed Goal 1 of their program outcomes, made a determination as to whether the learning outcomes have been attained, met as a department to discuss the assessment results, and will have developed a plan for improvement in order to meet benchmark standards if necessary. * The assessment for Goal 1 has not yet been completed.
May 15, 2010	The French program will have assessed Goal 2 and 3 of their program outcomes, made a determination as to the attainment of the outcomes and developed a plan for improvement for meeting the desired levels.
May 15, 2011	The French program will have assessed Goal 4 of their program outcomes, made a determination as to the attainment of the outcomes and develop a plan for improvement for meeting the desired level. Report on progress

**Appendix 4: Japanese Studies Program Goals and Outcomes**

Program Goals	Outcomes
1. With approximately 360 hours of formal language instruction (equivalent to six semesters of	a) For speaking, students will exhibit the ability <ul style="list-style-type: none"> <li>● to speak Japanese with sufficient proficiency to travel in Japan (reserving accommodations,</li> </ul>

<p>Japanese language courses at USF), students will acquire basic proficiency in Japanese.</p> <p>Defined: Students will be able to speak, to write, to read, and to listen in Japanese on basic topics, allowing for some grammatical and usage errors.</p>	<p>purchasing train tickets, asking directions, shopping, ordering food in a restaurant, etc.)</p> <ul style="list-style-type: none"> <li>● to speak Japanese with sufficient proficiency to perform daily conversations and to converse about general-interest topics and basic Japanese customs.</li> <li>● to deliver a speech in Japanese on Japanese culture.</li> </ul> <p>b) For writing, students will exhibit the ability</p> <ul style="list-style-type: none"> <li>● to write hiragana and katakana by the end of First Semester Japanese, 300 kanji characters by the end of Fourth Semester, and an additional 100 kanji characters by the end of Advanced Japanese.</li> <li>● to write about general-interest topics and basic Japanese customs in a short paragraph.</li> <li>● to write an essay in Japanese on Japanese culture.</li> </ul> <p>c) For reading, students will exhibit the ability</p> <ul style="list-style-type: none"> <li>● to read hiragana and katakana by the end of First Semester Japanese, 300 kanji characters by the end of Fourth Semester, and an additional 300 kanji characters by the end of Advanced Japanese.</li> <li>● to comprehend dialogues and reading materials provided by a standard Japanese textbook.</li> <li>● to read basic authentic texts like Japanese news clips, short essays, and internet information and to translate them with the aid of a dictionary.</li> </ul> <p>d) For listening, students will exhibit the ability</p> <ul style="list-style-type: none"> <li>● to comprehend oral instruction or information in Japanese provided in the classroom.</li> <li>● to grasp the main ideas uttered in speeches in Japanese.</li> </ul> <p>e) Students will exhibit the ability to produce well-formed Japanese sentences using basic grammatical patterns taught in the required language courses.</p> <p>f) Students will exhibit the ability to produce the block style of Japanese calligraphy and to write a haiku poem in Japanese calligraphy on long scroll paper.</p>
<p>2. Students will acquire some basic knowledge of Japanese culture.</p> <p>Defined: Students will be able to identify the central characteristics of Japanese traditional and contemporary culture, including Japanese society, arts, religions, and history, for the relevant periods.</p>	<p>a) Students will exhibit the ability to explain characteristics of traditional Japanese culture originating in the Edo period (1600-1868) or before, including Japanese society, arts, religion, or history.</p> <p>b) Students will exhibit the ability to explain characteristics of contemporary Japanese culture after the Meiji restoration (1868), including society, arts, religions, or history.</p> <p>c) Students will exhibit the ability to explain the connections and historical continuity between contemporary and traditional cultural practices and</p>

	forms in Japanese society.
	d) Students will exhibit the ability to explain major themes of Japanese culture, including styles and forms of aesthetic expression, and the sociopolitical and historical factors affecting it, as taught in classes.
	e) Students will exhibit the ability to demonstrate competence in conducting research on a cultural topic of their choosing, synthesizing their findings, and conveying the results in clearly written and well-organized prose in English.
3. Students will be knowledgeable about Japanese literature.  Defined: Students will gain familiarity with some major Japanese literary works in English translation.	a) Students will exhibit the ability to outline the major features of Japanese literary development, including identifying significant authors, texts, and trends, during the traditional and modern periods.
	b) Students will exhibit the ability to analyze the themes and forms of literary works and their relationships to historical and literary contexts, and to appreciate the plurality of meanings within literary texts, including their ethical dimensions.
	c) Students will exhibit the ability to write concise and insightful English essays about Japanese literary works.
4. Students will be knowledgeable about Japanese linguistics.  Defined: Students will be able to identify linguistics fields (phonetics, phonology, morphology, syntax, sociolinguistics, etc.) and to understand aspects of the linguistic analysis of the Japanese language.	a) Students will exhibit the ability to identify unique aspects of the Japanese language, including such items as the history of its writing systems, its sound system, lexicon, morphological conjugations, compounds, syntactic structures, and sociolinguistic patterns.
	b) Students will exhibit the ability to explain the essential grammatical principles and cultural features of the Japanese language at a level sufficient to teach Japanese in secondary schools.

#### Appendix 5: Japanese Studies Program Learning Outcome Rubrics

Out-come	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1a.	Students' speech will be at most 60% comprehensible, due to a number of serious errors in vocabulary,	Students' speech will be from 60% to 70% comprehensible, due to quite a few errors on vocabulary,	Students' speech will be from 70% to 80% comprehensible, allowing for some errors on vocabulary,	Students' speech will be from 80% to 90% comprehensible, allowing for some minor	Students' speech will be at least 90% comprehensible. Errors on vocabulary, grammar, usage,

	grammar, usage, and/or pronunciation, for sufficiently non-trivial topics.	grammar, usage, and/or pronunciation, for sufficiently non-trivial topics.	grammar, usage, and/or pronunciation, for sufficiently non-trivial topics.	errors on vocabulary, grammar, usage, and/or pronunciation, for sufficiently non-trivial topics.	and/or pronunciation are and rare and minor or stylistic, if any, for sufficiently non-trivial topics.
<b>1b.</b>	<p>Students will be able to write all hiragana and katakana, and 60% of the required kanji correctly with appropriate comprehension of the meanings.</p> <p>Students' writing will be at most 60% comprehensible, due to a number of serious errors in vocabulary, grammar, and/or usage, for sufficiently non-trivial topics.</p>	<p>Students will be able to write all hiragana, katakana, and 70% of the required kanji correctly with appropriate comprehension of the meanings.</p> <p>Students' writing will be from 60% to 70% comprehensible, due to quite a few errors on vocabulary, grammar, and/or usage, for sufficiently non-trivial topics.</p>	<p>Students will be able to write all hiragana, katakana, and 80% of the required kanji correctly with appropriate comprehension of the meanings.</p> <p>Students' writing will be from 70% to 80% comprehensible, allowing for some errors on vocabulary, grammar, and/or usage, for sufficiently non-trivial topics.</p>	<p>Students will be able to write all hiragana, katakana, and 90% of the required kanji correctly with appropriate comprehension of the meanings.</p> <p>Students' writing will be from 80% to 90% comprehensible, allowing for some minor errors on vocabulary, grammar, and/or usage, for sufficiently non-trivial topics.</p>	<p>Students will be able to write all hiragana, katakana, and nearly all of the required kanji correctly with appropriate comprehension of the meanings.</p> <p>Students' writing will be at least 90% comprehensible. Errors on vocabulary, grammar, and/or usage are rare and minor or stylistic, if any, for sufficiently non-trivial topics.</p>
<b>1c.</b>	<p>Students will be able to read all hiragana and katakana, and 60% of the required kanji correctly with appropriate comprehension.</p> <p>Students' reading comprehension will be at most 60% correct, due to a lack of</p>	<p>Students will be able to read all hiragana, katakana, and 70% of the required kanji correctly with appropriate comprehension.</p> <p>Students' reading comprehension will be from 60% to 70% correct, due to a</p>	<p>Students will be able to read all hiragana, katakana, and 80% of the required kanji correctly with appropriate comprehension.</p> <p>Students' reading comprehension will be from 70% to 80% correct, due to a</p>	<p>Students will be able to read all hiragana, katakana, and 90% of the required kanji correctly with appropriate comprehension.</p> <p>Students' reading comprehension will be from 80% to 90% correct, due to a</p>	<p>Students will be able to read all hiragana, katakana, and nearly all of the required kanji correctly with appropriate comprehension.</p> <p>Students' reading comprehension will be at least 90% correct. Misunderstandings are rare and</p>

	knowledge of essential vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	lack of knowledge of some essential vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	lack of knowledge of some vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	minor lack of knowledge of vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	minor, for sufficiently non-trivial topics.
<b>1d.</b>	Students' listening comprehension will be at most 60% correct, due to a lack of knowledge of essential vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	Students' listening comprehension will be from 60% to 70% correct, due to a lack of knowledge of some essential vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	Students' listening comprehension will be from 70% to 80% correct, due to a lack of knowledge of some vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	Students' listening comprehension will be from 80% to 90% correct, due to a minor lack of knowledge of vocabulary, kanji, grammar, and/or usage, for sufficiently non-trivial topics.	Students' listening comprehension will be at least 90% correct. Misunderstandings are rare and minor, for sufficiently non-trivial topics.
<b>1e.</b>	Students' sentences using grammatical patterns taught in the required courses will be at most 60% well-formed.	Students' sentences using grammatical patterns taught in the required courses will be from 60% to 70% well-formed.	Students' sentences using grammatical patterns taught in the required courses will be from 70% to 80% well-formed.	Students' sentences using grammatical patterns taught in the required courses will be from 80% to 90% well-formed.	Students' sentences using grammatical patterns taught in the required courses will be at least 90% well-formed.
<b>1a.</b>	Students' calligraphy will be at most 60% well-formed in terms of stroke patterns, thickness of lines, character shapes, and character sizes.	Students' calligraphy will be from 60% to 70% well-formed in terms of stroke patterns, thickness of lines, character shapes, and character sizes.	Students' calligraphy will be from 70% to 80% well-formed in terms of stroke patterns, thickness of lines, character shapes, and character sizes.	Students' calligraphy will be from 80% to 90% well-formed in terms of stroke patterns, thickness of lines, character shapes, and character sizes.	Students' calligraphy will be at least 90% well-formed in terms of stroke patterns, thickness of lines, character shapes, and character sizes.
<b>2a.</b>	a. Students' explanations of characteristics of Japanese culture for the relevant periods,	b. Students' explanations of characteristics of Japanese culture for the relevant periods,	c. Students' explanations of characteristics of Japanese culture for the relevant periods,	d. Students' explanations of characteristics of Japanese culture for the relevant periods,	e. Students' explanations of characteristics of Japanese culture for the relevant periods,

	including Japanese society, arts, religion, or history, will be at most 60% correct.	including Japanese society, arts, religion, or history, will be from 60% to 70% correct.	including Japanese society, arts, religion, or history, will be from 70% to 80% correct.	including Japanese society, arts, religion, or history, will be from 80% to 90% correct.	including Japanese society, arts, religion, or history, will be at least 90% correct.
<b>2b.</b>	a. Same as above.	b. Same as above.	c. Same as above.	d. Same as above.	e. Same as above.
<b>2c.</b>	a. Students' explanations of the connections between contemporary and traditional cultural practices and forms in Japanese society will be at most 60% correct.	b. Students' explanations of the connections between contemporary and traditional cultural practices and forms in Japanese society will be from 60% to 70% correct.	c. Students' explanations of the connections between contemporary and traditional cultural practices and forms in Japanese society will be from 70% to 80% correct.	d. Students' explanations of the connections between contemporary and traditional cultural practices and forms in Japanese society will be from 80% to 90% correct.	e. Students' explanations of the connections between contemporary and traditional cultural practices and forms in Japanese society will be at least 90% correct.
<b>2d.</b>	a. Students' explanations of major themes of Japanese culture taught in required classes will be at most 60% correct.	b. Students' explanations of major themes of Japanese culture taught in required classes will be from 60% to 70% well-formed.	c. Students' explanations of major themes of Japanese culture taught in required classes will be from 70% to 80% well-formed.	d. Students' explanations of major themes of Japanese culture taught in required classes will be from 80% to 90% well-formed.	e. Students' explanations of major themes of Japanese culture taught in required classes will be at least 90% well-formed.
<b>2e.</b>	a. Students' research papers on cultural topics score at most 60% on standard criteria for grading such research projects, including the identification and articulation of the research topic, the deployment of appropriate tools of analysis, the	b. Students' research papers on cultural topics score from 60% to 70% on standard criteria for grading such research projects, including the identification and articulation of the research topic, the deployment of appropriate tools	c. Students' research papers on cultural topics score from 70% to 80% on standard criteria for grading such research projects, including the identification and articulation of the research topic, the deployment of appropriate tools	d. Students' research papers on cultural topics score from 80% to 90% on standard criteria for grading such research projects, including the identification and articulation of the research topic, the deployment of appropriate	e. Students' research papers on cultural topics score at least 90% on standard criteria for grading such research projects, including the identification and articulation of the research topic, the deployment of appropriate tools of analysis, the depth and

	depth and breadth of research, the level of organization and clarity of presentation of data and findings, originality and creativity, and overall coherence.	of analysis, the depth and breadth of research, the level of organization and clarity of presentation of data and findings, originality and creativity, and overall coherence.	of analysis, the depth and breadth of research, the level of organization and clarity of presentation of data and findings, originality and creativity, and overall coherence.	tools of analysis, the depth and breadth of research, the level of organization and clarity of presentation of data and findings, originality and creativity, and overall coherence.	breadth of research, the level of organization and clarity of presentation of data and findings, originality and creativity, and overall coherence.
<b>3a.</b>	a. Students' outline of Japanese literary development during the traditional and modern periods will capture at most 60% of the major features.	b. Students' outline of Japanese literary development during the traditional and modern periods will capture from 60% to 70% of the major features.	c. Students' outline of Japanese literary development during the traditional and modern periods will capture from 70% to 80% of the major features.	d. Students' outline of Japanese literary development during the traditional and modern periods will capture from 80% to 90% of the major features.	e. Students' outline of Japanese literary development during the traditional and modern periods will capture at least 90% of the major features.
<b>3b.</b>	a. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be at most 60% correct.	b. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be from 60% to 70% correct.	c. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be from 70% to 80% correct.	d. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be from 80% to 90% correct.	e. Students' analysis of the themes and forms of literary works and the plurality of meanings within literary texts will be at least 90% correct.
<b>3c.</b>	a. Students' essays about Japanese literary works will score at most 60% on standard criteria for grading such essays, including content, grammar, style,	b. Students' essays about Japanese literary works will score from 60% to 70% on standard criteria for grading such essays, including content,	c. Students' essays about Japanese literary works will score from 70% to 80% on standard criteria for grading such essays, including content,	d. Students' essays about Japanese literary works will score from 80% to 90% on standard criteria for grading such essays, including	e. Students' essays about Japanese literary works will score at least 90% on standard criteria for grading such essays, including content, grammar, style,

	and references.	grammar, style, and references.	grammar, style, and references.	content, grammar, style, and references.	and references.
<b>4a.</b>	a. Students' explanations of the unique aspects of the Japanese language will be at most 60% correct.	b. Students' explanations of unique aspects of the Japanese language will be from 60% to 70% correct.	c. Students' explanations of unique aspects of the Japanese language will be from 70% to 80% correct.	d. Students' explanations of unique aspects of the Japanese language will be from 80% to 90% correct.	e. Students' explanations of unique aspects of the Japanese language will be at least 90% correct.
<b>4b.</b>	a. Students' explanations of the essential grammatical principles and cultural features of the Japanese language will be at most 60% sufficient for teaching Japanese at the secondary school level.	b. Students' explanations of the essential grammatical principles and cultural features of the Japanese language will be from 60% to 70% sufficient for teaching Japanese at the secondary school level.	c. Students' explanations of the essential grammatical principles and cultural features of the Japanese language will be from 70% to 80% sufficient for teaching Japanese at the secondary school level.	d. Students' explanations of the essential grammatical principles and cultural features of the Japanese language will be from 80% to 90% sufficient for teaching Japanese at the secondary school level.	e. Students' explanations of the essential grammatical principles and cultural features of the Japanese language will be at least 90% sufficient for teaching Japanese at the secondary school level.

## **Appendix 6: Japanese Studies First Year Assessment Report**

### **A. Methods and Results of the Learning Outcomes**

**JAPN 302: Advanced Japanese** assessed by Professor Noriko Nagata

(1a) For speaking, students will exhibit the ability

- to speak Japanese with sufficient proficiency to travel in Japan (reserving accommodations, purchasing train tickets, asking directions, shopping, ordering food in a restaurant, etc.)
- to speak Japanese with sufficient proficiency to perform daily conversations and to converse about general-interest topics and basic Japanese customs.
- to deliver a speech in Japanese on Japanese culture.

- ❖ In the oral final exam, the students were asked to conduct conversations simulating travel in Japan, including reserving accommodations, purchasing train tickets, and ordering food. All four majors performed very well (above 90%).
- ❖ In the oral final exam, the students were asked to conduct conversations about general-interest topics, including their essay topics, cities in Japan, Japanese gift-giving customs, and the Japanese concepts of *hone* (true mind) and *tatemae* (surface mind). All four majors performed very well (above 90%).



- ❖ The students made oral presentations of their essays in class using PowerPoint slides. The presentations were graded by clarity and accuracy of reading (the students were not required to memorize the essays) and the content of the PowerPoint slides. Although there were some pronunciation errors, all four majors presented their essays well (between 80% and 90%).

(1b) For writing, students will exhibit the ability

- to write hiragana and katakana by the end of First Semester Japanese, 300 kanji characters by the end of Fourth Semester, and an additional 100 kanji characters by the end of Advanced Japanese.
- to write about general-interest topics and basic Japanese customs in a short paragraph.
- to write an essay in Japanese on Japanese culture.

- ❖ The students were tested to write about 150 kanji characters in kanji quizzes and the mid-term and final exams, and all four majors wrote them very well (above 90%).
- ❖ In the mid-term examination, the students were asked to write about the following Japanese customs in a short paragraph (with at least six sentences) respectively: *ochugen* (mid-summer gift giving) and *osebo* (year-ending gift giving), *omiyage* (souvenirs), differences between American and Japanese wedding gifts, and Valentine's Day and White Day in Japan. In the final exam, the students were asked to write about the following general-interest topics for several sentences each: what you must not do at home stay in Japan, mistaken/funny/troublesome/happy experiences using the Japanese language, the most difficult parts in learning Japanese, the easiest parts in learning Japanese, and any two famous foreigners in Japan. One major scored above 90% and three majors between 80% and 90%.
- ❖ The students were assigned to write a 4-page essay on Japanese culture, including at least three references. Four majors wrote their essays on the following topics respectively.
  - *Problems driven by changes in Japanese food habits*
  - *The role of sake in Japan*
  - *Japanese otaku vs. American otaku*
  - *The night life of young people in Japan*
- ❖ The essays were graded for vocabulary, grammar, content, and organization. Three students performed very well (above 90%), but one student's grade was merely adequate (70%) due to brevity and lack of sufficient content.

(1c) For reading, students will exhibit the ability

- to read hiragana and katakana by the end of First Semester Japanese, 300 kanji characters by the end of Fourth Semester, and an additional 300 kanji characters by the end of Advanced Japanese.
- to comprehend dialogues and reading materials provided by a standard Japanese textbook.
- to read basic authentic texts like Japanese news clips, short essays, and internet information and to translate them with the aid of a dictionary.

- ❖ The students were tested in Kanji quizzes and the mid-term and final exams to read and to comprehend on about 260 kanji characters. All four students did it very well (above 90%).
- ❖ In the mid-term and final exams, the students were asked to answer true-or-false questions on three reading materials provided by the required textbook. Two students scored 94% and two students 88%.
- ❖ The students read a number of authentic texts throughout the semester. Their classroom performance in reading internet information with the aid of a dictionary was very good. In both mid-term and final exams, the students were asked to translate one of the Asahi Newspaper articles published on the web with the aid of a dictionary (the students chose their own articles.) Three majors translated them very well (above 90%) and one major 82 %.

(1d) For listening, students will exhibit the ability

- to comprehend oral instruction or information in Japanese provided in the classroom.
- to grasp the main ideas uttered in speeches in Japanese.

- ❖ Four majors comprehended the oral instruction or information in Japanese provided in the classroom with 80% accuracy or above.
- ❖ In order to test student comprehension of the main ideas uttered in speeches, the students were asked to answer true-or-false questions about each of seven students' essays presented orally in class. Three majors attended all seven speeches and scored above 90% in the true-or-false questions, and one major attended only three speeches and scored 89% in the related true-or-false questions.

(1e) Students will exhibit the ability to produce well-formed Japanese sentences using basic grammatical patterns taught in the required language courses.

- ❖ In the mid-term and final exams, the students were asked to produce 40 short conversations: each conversation consisted of a few sentences in which a required grammatical pattern had to be used. Three students scored above 90% and one student 86%.

**JAPN 350: Japanese Culture** assessed by Professor Steve Roddy

- Two major tests were used to assess the students' learning at the end of the 6<sup>th</sup> and 12<sup>th</sup> week, respectively. Each test consisted of two parts: a choice of three out of five essay questions; and, four identification questions. The essay questions assessed the students' ability to broadly interpret the connections and historical continuity between contemporary and traditional cultural practices, and to explain the major themes and ideas behind cultural practices such as the tea ceremony and the martial arts, and the historical evolution of native clothing, cuisine, and tattooing, and other topics covered. The identification questions tested their ability to identify major styles or features of aesthetic expression such as household crests, musical performance genres and instruments, and tattooing motifs.

- Specifically, the following questions on Examination #2 (given on April 23) were utilized to assess learning outcomes 2a, 2c, and 2d:

(2a) Students will exhibit the ability to explain characteristics of traditional Japanese culture originating in the Edo period (1600-1868) or before, including Japanese society, arts, religion, or history.

- ❖ Essay question: *Why is the selection of the tea utensils and the objects placed in the alcove, as well as the arrangement or handling of these objects, deemed crucial to a successful performance of chanoyu? What skills are manifested in these acts?*
- ❖ Six students in the Japanese Studies major answered this question very well (90% or above); four answered it well (80% or above); one answered it adequately (70% or above)

(2c) Students will exhibit the ability to explain the connections and historical continuity between contemporary and traditional cultural practices and forms in Japanese society.

- ❖ Essay question: *How have the ideals of purity, restraint, and minimalism in preparation and presentation been manifested in the aesthetics, whether of taste or of appearance, of Japanese food? Moreover, how do these ideals largely govern the incorporation of new, foreign-derived foods into Japanese cuisine?*
- ❖ Seven students in the Japanese Studies major answered this question very well (90% or above); two answered it well (80% or above); two answered it adequately (70% or above)

(2d) Students will exhibit the ability to explain major themes of Japanese culture, including styles and forms of aesthetic expression, and the sociopolitical and historical factors affecting it, as taught in classes.

- ❖ Essay question: *Discuss the style and content of the musical genre known as joryû gidayû, and explain what social factors gave rise to it in the late-Tokugawa period.*
- ❖ Two students in the Japanese Studies major answered this question very well (90% or above); two answered it well (80% or above); three students answered it adequately (70% or above); and four students answered it inadequately or poorly (below 70%)
- In addition, a research paper was used to assess Learning Outcome 2e. The paper assignment required students to conduct research and write about a topic relevant to the study of Japanese culture, and to apply their knowledge of principles of Japanese social organization, aesthetic expression, or other topics covered during the course to the analysis of their chosen topic. They were evaluated based on the following criteria: coherence of both the written and oral presentations of the topic, the identification and assimilation of significant scholarly writings on the topic, the ability to synthesize the results of their research, and the ability to articulate major themes and features of Japanese culture in the context of their chosen topic. The students in the Japanese Studies major submitted papers on the following topics (grades in parentheses):

(2e) Students will exhibit the ability to demonstrate competence in conducting research on a cultural topic of their choosing, synthesizing their findings, and conveying the results in clearly written and well-organized prose in English.

- ❖ *"Hair": Historical tradition and Progressive tradition in Japan (95%)*
  - ❖ *Yaoi, Boys Love, Men, and Women: A Look into Homosexuals and Homosexual Comics (89%)*
  - ❖ *The Evolution of Western Food in Japan (76%)*
  - ❖ *The Karashishi and Peony vs the Skull and Rose: A Comparison of Japanese and American Tattooing (92%)*
  - ❖ *Terunobu Fujimori, Contemporary Japanese Architect (94%)*
  - ❖ *The Evolution of Pornography in Japan (86%)*
  - ❖ *Japan's Success in the Automotive Industry and Contemporary Japanese Auto Sports (82%)*
  - ❖ *Society-Relational Concepts in Japanese Culture (93%)*
  - ❖ *The Influences of Western and Japanese Cultures on Visual Kei (94%)*
  - ❖ *Manga Then and Now (90%)*
- ❖ To summarize, six students in the Japanese Studies major submitted papers that met the criteria with a score of 90% or above; five students met the criteria with a score of 80% or above; one student met the criteria with a score of 70% or above.

**HIST/JAPN 383: Modern Japan since Perry** assessed by Professor Uldis Kruze

(2b) Students will exhibit the ability to explain characteristics of contemporary Japanese culture after the Meiji restoration (1868), including society, arts, religions, or history.

- The final exam (or Exam #3) held on May 18, 2009 tested students ability to explain and analyze in an essay format two major themes in post-Meiji (post-World War II) history: the conflict and clash between militarism and pacifism, and its possible outcome in the next twenty years.
  - ❖ The question was specifically as follows:  
*Your essay will be evaluated on the basis of its comprehensiveness, its analytical and critical elements, and its use of appropriate examples (100 points.) One of the major themes of postwar Japanese history has been the clash between pacifism and militarism. Write an essay exploring, analyzing, and recounting the major issues, turning points, and causal factors that have been embedded in this relationship (80 points.) For the last 20 points, I would like you to assess where you feel this relationship will be headed in the next 20 years, i.e. whether the forces of pacifism or the forces of militarism will gain the upper hand, and what the causal factors behind that development will be.*
  - ❖ To explain characteristics of contemporary Japanese culture after the Meiji restoration (1868), including society, arts, religions, or history, five students did an excellent job (90% correct or above), one student did a good job (80% correct or above), and one student did a below average or poor job (60% correct or above).

(2e) Students will exhibit the ability to demonstrate competence in conducting research on a cultural topic of their choosing, synthesizing their findings, and conveying the results in clearly written and well-organized prose in English.

- This learning outcome was assessed by a major term paper which required students a) to select an important historical question or problem, b) conduct research in both primary and secondary sources, and then c) produce a clearly-written and analytical narrative that showed change over time. Students selected the following issues or problems to investigate:
  - A History of Japan's Fishing Industry since the Meiji Era
  - The Idea of "Good Wife and Wise Mother" and the Changing Roles of Women in Postwar Japan
  - Popular Music in Japan in the Postwar Era
  - The Changing Nightlife of Japan: The Consumption of Leisure in Urban Japan since World War II
  - The Decline in Militarist Attitudes and the Rise of Pacifism under the American Occupation (1945-1952)
  - "Nihonjin Ron"—The Theory of Japanese Unique Character – and its Development in the 20<sup>th</sup> Century
  - Changing Japanese Popular Culture since World War II
- ❖ Using the rubric developed to assess this learning outcome, these were the results: In their ability to demonstrate competence in conducting research on a cultural topic of their choosing, synthesizing their findings, and conveying the results in clearly written and well-organized prose in English, three students performed at an excellent level (90% or above), three students at a good level (80% or above), and one student at a poor or below average level (60% or above).

## B. Summary of the findings

This section summarizes briefly the strengths and weakness in student learning demonstrated by the assessment of the 2008-2009 academic year.

Japanese language learning outcomes (1a), (1b), (1c), (1d), and (1e) from JAPN 302

- Overall, the four majors demonstrated very good achievement (80% or above) in all four language skills (speaking, writing, reading, and listening) addressed in learning outcomes (1a), (1b), (1c), and (1d).
- Grammatical competence is also emphasized in the curriculum so that students will be able to produce advanced-level sentences. The assessment result for outcome (1e) shows that the students were able to produce advanced-level sentences using target grammatical structures (80% or above.)
- Although the kanji characters tested in this assessment were limited to 150 for writing and 260 for reading, student performance with these characters was very good (above 90%).

- Our curriculum is designed to foster students' cultural knowledge about Japan throughout the required language courses. Especially, most of the materials and assignments in the Intermediate and Advanced Japanese courses are related to Japanese culture. The four majors demonstrated very good achievement (80% or above) in explaining basic Japanese customs and in writing a four-page essay on Japanese culture (three students' grades were above 90% and one student achieved 70%).

Japanese Culture learning outcomes (2a), (2c), (2d), and (2e) from JAPN 350

- The students in the major learned best when the materials covered were accessible in well-written, lively reading assignments that were not burdened by excessive detail. They were able to summarize and synthesize the materials and to apply conceptual tools to the various subjects covered, when these topics were demonstrably relevant to the overarching themes of the course. For Learning Outcomes (2a) and (2c), they were all able to achieve a satisfactory level or above (70%) on each of the two examination questions listed below. This result contrasts somewhat favorably with the first examination given earlier in the semester, when the numbers of those who achieved 90% or above on questions of similar difficulty were slightly lower. However, for the question targeting Learning Outcome (2e), the results were less than satisfactory for a significant number of students. This may be a reflection of the "learning fatigue" that tends to set in toward the end of most semesters, since the topic (19<sup>th</sup> century musical performances by women) was one of the last covered before the examination.
- Students' skills in conducting research, including identifying significant topics, locating scholarly or other secondary as well as primary sources, and synthesizing their findings, were often stronger than their ability to present their work in a persuasive, coherent, well-written research paper. Most students gave oral presentations that were articulate and entertaining, but some lacked a commensurate level of achievement when they wrote up the results of their work. While all students were able to produce at least a satisfactory, and most a good or excellent, term paper, the writing and organizational skills of several of these students were fair to weak.

Japanese Culture learning outcomes (2b) and (2e) from HIST/JAPN 383

- Regarding (2b), overall, the students did well in learning about this important theme (militarism and pacifism) in Japan since World War II. Most (5 of 7) were able to produce an excellent narrative describing and analyzing the forces and people behind both movements. The two that did not rise to that standard fell behind in narrative consistency, factual control, and analytical skills evaluating causal forces.
- Learning Outcome (2e) had the opposite outcome. Only three students of seven did work at the excellent level (90% or above); four did not rise to that standard. The major shortcomings were three in number: 1) A majority of students—four of seven-- did not include – or did not satisfactorily utilize – primary sources in developing their narrative. 2) A majority of students—four of seven-- did not develop a narrative that showed change over time, and the causes that led to those changes. 3) One student – at the 60% level – had poor writing and organizational skills in addition to the two shortcomings listed above.

### C. Future Improvement

The following discusses how to improve assessment methods and student learning outcomes.

#### Japanese language learning outcomes (1a), (1b), (1c), (1d), and (1e) from JAPN 302

- All the assessment tools were developed by Professor Nagata. ACTFL (American Council on the Teaching of Foreign Languages) offers a standardized procedure to assess functional speaking ability, called the ACTFL Oral Proficiency Interview (ACTFL OPI). Japanese instructors at other universities who are certified as ACTFL OPI raters have reported that with 300 hours of classroom instruction students should reach Intermediate Low or Mid level. Considering the ACTFL guidelines and our contact hours (360 hours by the end of the Advanced Japanese course), the four majors' oral proficiency level appears to be at the ACTFL Intermediate Mid level. In the future, it would be a good idea to integrate such a standardized procedure into the USF Japanese oral proficiency assessment tools. Professor Nagata is planning to attend the ACTFL OPI workshop next fall to become a certified ACTFL OPI rater.
- The assessment tools this year did not include Robo-Sensei, but next year Robo-Sensei will be employed to objectively assess students' grammatical competence, sentence production skills, and cultural awareness more broadly.
- The students are expected to be able to write 400 kanji characters and to read 600 kanji characters by the end of the Advanced Japanese course. As mentioned above, the kanji tests used for this assessment did not include all required kanji. Although it is not plausible to test all required kanji in one semester, it would be better to create some sort of kanji exit exam to measure students' kanji ability more generally (perhaps covering one half of the total number of required kanji to serve as representative examples).
- The four-page essay in Japanese was the most challenging writing assignment for the students. As mentioned in the curriculum section, the students were assigned to attend the Japanese Writing Center. Although the Writing Center tutor was very helpful and their attendance was credited (5% of the final grade), two of the four majors did not participate fully (out of 10 sessions, one student attended 8 times, one 7 times, one 4 times, and one 1 time). The student with the worst performance (70%) was the one who attended only once, which confirms the value of the tutor. As for the Writing Center credit policy, each student receives 1 point for each tutor session attended and full attendance counts for 5% of the final grade. This year (fall 2009), the program instituted a new attendance policy: if the student misses a tutor session without notifying his or her tutor of the absence on the previous day by email, the student loses one percentage point, but if the student emails the tutor about his or her absence on the previous day, the student suffers no deduction. This new system has been working very well in the Intermediate Japanese course this fall: 14 students have had 10 sessions so far, and only a few students missed one of two sessions. They liked the tutor (a Japanese native speaker pursuing an MA in Economics at USF) very much and have benefited greatly from their visits to the Japanese Writing Center.

#### Japanese Culture learning outcomes (2a), (2c), (2d), and (2e) from JAPN 350

- We would like to improve the overall integration of the thematic units included in Japanese Culture (JAPN 350) by consistently and repeatedly emphasizing a well-defined repertoire of conceptual and analytical tools and by weeding out topics that do not significantly contribute to the goals of achieving the Learning Outcomes cited above. The subject matter of this course was organized around an overall framework of examining the body as it is conceived and manipulated in various contexts, both historically and in contemporary Japan. Students were exposed to written and audiovisual materials on the tea ceremony, sumo wrestling, martial arts, clothing, and cuisine; throughout, the instructor emphasized the aim of finding structural or ideological congruencies in the practices or prescriptive formulations of these cultural phenomena, all of which are regarded as expressions and markers of Japanese cultural identity. The strategy of focusing on corporal manifestations of cultural practices was successful, up to a point, in that students were able to better understand these practices by referring to notions of spatial presentation, facial or verbal expression, visual and hidden social cues, and aesthetic values associated with the body. To further strengthen the thematic unity and cohesion of the course, the last two weeks of the class will be devoted to reiterating and expanding on these themes. Instead of assigning short fiction (as was done at the end of the Spring 2008 term), the instructor will have the students read selections from the ethnographic, medical, and philosophical literature that deal with Japanese conceptions of the body and physical and mental health. That will reinforce materials covered in the earlier units of the course and enable students to draw conclusions that were either implicit or relatively underemphasized in many of the readings.
- In terms of improving students' written work, students will submit an outline and initial draft of the term paper at earlier stages of the semester. By flagging those students who have trouble formulating an adequate thesis and organizing the material into clearly argued and well-structured prose, guidance and criticism can be provided well before the final paper is due.

#### Japanese Culture learning outcomes (2b) and (2e) from HIST/JAPN 383

- To improve the outcome for Learning Outcome (2b), the course will stress the importance of a) narrative consistency, b) factual control, and c) analytical skills evaluating causal forces. In particular, the course will emphasize the importance of causality, a key concept in historical analysis.
- To improve the outcome for Learning Outcome (2e), more attention will be devoted to stressing the importance of a) locating and using primary sources; b) developing a narrative that shows change over time; and c) development of good writing skills. There will be particular stress on the importance of primary sources: how to identify and access them, and how to use them in the development of a historical narrative.

#### **Appendix 7: Japanese Studies Required/Elective Courses for the Major, Minor, and Certificate**

##### **a) Japanese Studies Major (40 units)**

##### **REQUIRED COURSES (20 units)**



JAPN 201: Third Semester Japanese (4)  
 JAPN 202: Fourth Semester Japanese (4)  
 JAPN 301: Intermediate Japanese (4)  
 JAPN 302: Advanced Japanese (4)  
 JAPN 410: Introduction to Japanese Linguistics (4)

**CHOOSE FIVE FROM THE FOLLOWING (20 units)**

JAPN 310: Zen and the Art of Japanese Calligraphy (4)  
 JAPN 350: Japanese Culture (4)  
 JAPN 351: Contemporary Japanese Culture (4)  
 JAPN 355: Japanese Literature in Translation (4)  
 JAPN 357: Naturalism in Japanese Literature (4)  
 JAPN 360: Japanese Calligraphy and Ink Painting (4)  
 Up to two courses among the following can be counted:  
 HIST 382: Traditional Japan to 1868 (4)  
 HIST 383: Modern Japan Since Perry (4)  
 HIST 387: History of U.S.- Japan Relations (4)  
 THRS 368: Japanese Religion and Society (4)  
 THRS 370: Zen Buddhism (4)  
 BUS 397: Japanese Study Tour (4)

**b) Japanese Studies Minor (24 units)**

**REQUIRED COURSES (16 units)**

JAPN 101: First Semester Japanese (4)  
 JAPN 102: Second Semester Japanese (4)  
 JAPN 201: Third Semester Japanese (4)  
 JAPN 202: Fourth Semester Japanese (4)

**CHOOSE TWO FROM THE FOLLOWING (8 units)**

JAPN 310: Zen and the Art of Japanese Calligraphy (4)  
 JAPN 350: Japanese Culture (4)  
 JAPN 351: Contemporary Japanese Culture (4)  
 JAPN 355: Japanese Literature in Translation (4)  
 JAPN 357: Naturalism in Japanese Literature (4)  
 JAPN 360: Japanese Calligraphy and Ink Painting (4)  
 JAPN 410: Introduction to Japanese Linguistics (4)  
 One course among the following can be counted:  
 JAPN 383 & HIST 383: Modern Japan Since Perry (4)  
 JAPN 387 & HIST 387: History of U.S.- Japan Relations (4)  
 JAPN 390 & HIST 390: Traditional Japan to 1868 (4)  
 JAPN 368 & THRS 368: Japanese Religion and Society (4)  
 JAPN 370 & THRS 370: Zen Buddhism (4)  
 JAPN 397 & BUS 397: Japanese Study Tour (4)

**c) Japanese Studies Certificate (32 units)**

**REQUIRED COURSES (24 units)**

JAPN 101: First Semester Japanese (4)

- JAPN 102: Second Semester Japanese (4)  
 JAPN 201: Third Semester Japanese (4)  
 JAPN 202: Fourth Semester Japanese (4)  
 JAPN 301: Intermediate Japanese (4)  
 JAPN 410: Introduction to Japanese Linguistics (4)

**CHOOSE TWO FROM THE FOLLOWING (8 units)**

- JAPN 310: Zen and the Art of Japanese Calligraphy (4)  
 JAPN 319: Advanced Japanese (4)  
 JAPN 350: Japanese Culture (4)  
 JAPN 351: Contemporary Japanese Culture (4)  
 JAPN 355: Japanese Literature in Translation (4)  
 JAPN 357: Naturalism in Japanese Literature (4)  
 JAPN 360: Japanese Calligraphy and Ink Painting (4)

One course among the following can be counted:

- JAPN 383 & HIST 383: Modern Japan Since Perry (4)  
 JAPN 387 & HIST 387: History of U.S.- Japan Relations (4)  
 JAPN 390 & HIST 390: Traditional Japan to 1868 (4)  
 JAPN 368 & THRS 368: Japanese Religion and Society (4)  
 JAPN 370 & THRS 370: Zen Buddhism (4)  
 JAPN 397 & BUS 397: Japanese Study Tour (4)

**Appendix 8: Japanese Studies Course Descriptions**

**Lower-division Courses**

**JAPN 101: First Semester Japanese (4 units)**

This course will introduce basic Japanese grammar, vocabulary, and writing systems (katakana and hiragana), together with some relevant aspects of Japanese culture. It will focus on developing communicative conversational skills.

**JAPN 102: Second Semester Japanese (4 units)**

Prerequisite: Japanese 101 or equivalent competence as determined by the Department's placement test. Continuation of Japanese 101. Some basic kanji will be introduced. The course will focus on developing communicative conversational skills, and reading and writing skills.

**JAPN 201: Third Semester Japanese (4 units)**

Prerequisite: Japanese 102 or equivalent competence as determined by the Department's placement test. Continuation of Japanese 102. The student will learn more about Japanese grammar, vocabulary, conversation, kanji, and culture. The course will focus on the development of skills in oral communication, reading, and writing in Japanese.

**JAPN 202: Fourth Semester Japanese (4 units)**

Prerequisite: Japanese 201 or equivalent competence as determined by the Department's placement test. Continuation of Japanese 201. This course will provide extensive practice for conversation, reading, and writing for advancement to the intermediate level of Japanese. A movie making project is included.

**JAPN 191: Business Japanese 1 (4 units)**

This course will introduce basic Japanese business communication and the Japanese writing systems (katakana and hiragana). The course is designed for beginners, so no prerequisite is required. It will focus on developing conversational skills in business contexts and on understanding Japanese business customs, manners, and structures.

**JAPN 192: Business Japanese 2 (4 units)**

Prerequisite: Japanese 191 or equivalent competence as determined by the Department's placement test. Continuation of Japanese 191. Kanji typically used for Japanese business will be introduced.

**JAPN 193: Business Japanese 3 (4 units)**

Prerequisite: Japanese 192 or equivalent competence as determined by the Department's placement test. Continuation of Japanese 192. This course will focus on developing business communication skills with relation to Japanese business customs, manners, and structures.

**Upper-division Courses****JAPN 310: Zen and the Art of Japanese Calligraphy (4 units)**

Prerequisite: none. The course aims to develop classical Japanese calligraphy skills and to engender a deeper appreciation of the calligraphic arts and of the role of Zen philosophy in Japanese culture. Appreciation of the form and beauty of the characters also makes them easier to remember. The course will provide a hands-on tutorial of basic brush strokes and painting techniques.

**JAPN 301: Intermediate Japanese (4 units)**

Prerequisite: Japanese 202 or equivalent competence as determined by the Department's placement test. Continuation of Japanese 202. This course will prepare Japanese grammar, vocabulary, and kanji for the advanced level of Japanese and will provide extensive practice for listening, speaking, reading, and writing. It will include authentic materials through the Internet with dictionary help and will develop cultural awareness of Japan. A course project involves writing a speech. Students can earn extra credit delivering their speeches at the Annual Japanese Speech Contest run by the Japanese American Association of Northern California and the Consulate General of Japan in San Francisco (optional but fun).

**JAPN 302: Advanced Japanese (4 units)**

Prerequisite: Japanese 301 or equivalent competence as determined by the Department's placement test. Continuation of Japanese 301. This course will expand grammar, vocabulary, and kanji and will provide extensive practice for listening, speaking, reading, and writing. This course will include various authentic materials through the Internet (newspapers, advertisements, blogs, Wikipedia, surveys, etc.) with dictionary help, will discuss the materials in Japanese, and will deepen cultural knowledge about Japan. A course project involves writing a research paper about Japanese culture.

**JAPN 350: Japanese Culture (4 units)**

Prerequisite: none. This course introduces selected aspects of traditional and early-modern Japanese culture from the late fourteenth to the early twentieth centuries, including martial arts,

tea drinking, the world of fashion, Japanese cuisine, and the graphic arts of tattoo and crests. It is taught in English.

**JAPN 351: Contemporary Japanese Culture (4 units)**

Prerequisite: none. This course introduces selected aspects of Japanese visual and performing arts of the past 60 years. Areas of major emphasis include post-World War II music, dance, play, film, and anime. It is taught in English.

**JAPN 355: Japanese Literature in Translation (4 units)**

Prerequisite: none. This course will introduce the classics of Japanese literature as well as works by the Nobel laureates. The course is taught in English.

**JAPN 357: Naturalism in Japanese Literature (4 units)**

Prerequisite: none. This course examines the Naturalist literary movement in Japan by tracing its roots in French and American fiction of the period ca. 1880-1920. The course is taught in English.

**JAPN 360: Japanese Calligraphy and Ink Painting (4 units)**

Prerequisite: Japanese 310. The course is designed for experienced beginners, and provides a hands-on tutorial on the gyosho (semi-cursive) style of Japanese calligraphy and on basic sumi-e (ink painting) techniques. I will also introduce the history of Japanese painting, including various styles, schools, trends, and individual artists.

**JAPN/HIST 383: Modern Japanese since Perry, 4 units**

This course surveys Japan's history after 1868, emphasizing its rapid modernization and its rise to great power status.

**JAPN/HIST 387: History of U.S.- Japan Relations, 4 units**

This course considers a broad variety of political, social, economic, and cultural issues concerning America's relationship with Japan, beginning with Commodore Perry's visit in 1853 and including contemporary economic and security concerns.

**JAPN/HIST 390: Traditional Japan to 1868, 4 units**

This course narrates the development of Japan's history from Neolithic times to the middle of the 19<sup>th</sup> century, but will emphasize the emergence and development of the aristocratic Heian era (710-1185) and the samurai-dominated eras of feudalism under the Shoguns (1185-1868).

**JAPN/THRS 368: Japanese Religion and Society, 4 units**

This course surveys nearly 2000 years of the religious traditions, heritage, and culture of the Japanese people. We will explore key texts, charismatic leaders, and periods of conflict and stability in our goal to understand both historical and contemporary religious and spiritual examples within Japan and abroad.

**JAPN/THRS 370: Zen Buddhism, 4 units**

Prerequisites: THRS 366 or THRS 379 or JAPN 310. This course examines the origins, teachings, and practices of Zen Buddhism, from ancient China to contemporary East Asia and North America. It emphasizes both academic and participatory understanding of this tradition.

### **JAPN 410: Introduction to Japanese Linguistics (4 units)**

Prerequisite: Japanese 202 (or equivalent competence). This course aims to develop linguistic knowledge about the Japanese language. The course will focus on understanding the Japanese language in terms of history, lexicon, phonology, morphology, syntax, pragmatics, and sociolinguistics. Such linguistic training also provides essential background for teaching Japanese.

## **Appendix 9: Spanish Required/Elective Courses for the Major and the Minor**

### **The Major in Spanish (40 units)**

- Sp. 202 Fourth Semester Spanish
- Sp. 310 Introduction to the Analysis of Literary Texts
- Sp. 303 Latin American Literature I
- Sp. 304 Latin American Literature II
- Sp. 327 Spanish Literature I
- Sp. 328 Spanish Literature II
- Sp. 480 Senior Seminar in Spanish Literature

Recent courses include;

- Cervantes's *Don Quixote*
- Private Lives, Private Voices: The Generation of '98 and Autobiography
- Modern Spanish Poetry: Machado, Jiménez, Lorca
- Spanish Theater
- Literatura en torno a la Guerra Civil española
- Writing Women and Women Writing: the Female Voice in Early Spanish Literature
- Cultures in Contact and Conflict: Christians, Muslims and Jews in Medieval Iberia

- Sp. 481 Senior Seminar in Latin American Literature

Recent courses have included;

- Transculturation in Latin/o America
- The Latin American City in Literature, Cinema, and Visual Art
- Borges
- Latin American Contemporary Poetry
- Reading the Urban in Latin American Contemporary Narrative
- The Latin American City in its Cinema: Dystopian Fantasies

Two electives from the following courses:

- Sp. 311 Advanced Oral and Written Expression
- Sp. 350 Cultures in Contact and Conflict
- Sp. 355 Cultural Studies of Spain
- Sp. 360 Studies in Latin American Culture
- Sp. 380 Cervantes: Spanish Major Course
- Sp. 410 Spanish Linguistics: Phonetics and Phonology
- Sp. 411 Introduction to Spanish Linguistics
- Sp. 412 Bilingualism: Cultures and Languages in Literature.

### **The Minor in Spanish (20 units)**

- Sp. 202 Fourth Semester Spanish
- Sp. 310 Introduction to the Analysis of Literary Texts

- Sp. 303 Latin American Literature I or Sp. 304 Latin American Literature II  
 Sp. 327 Spanish Literature I or Sp. 328 Spanish Literature II  
 One elective from the following courses:  
 Sp. 311 Advanced Oral and Written Expression  
 Sp. 350 Cultures in Contact and Conflict  
 Sp. 355 Cultural Studies of Spain  
 Sp. 360 Studies in Latin American Culture  
 Sp. 380 Cervantes: Spanish Major Course  
 Sp. 410 Spanish Linguistics: Phonetics and Phonology  
 Sp. 411 Introduction to Spanish Linguistics  
 Sp. 412 Bilingualism: Cultures and Languages in Literature.

### **Appendix 10: Spanish Program Goals and Outcomes**

#### **GOAL:**

1. To communicate clearly and effectively in Spanish, both in written and oral discourse.

**Defined:** To achieve a common minimum of Advanced Low (for language production, i.e. speaking (a) and writing (b)) as well as a minimum of Advanced Mid (for language comprehension, i.e. listening (c) and reading (d)), on the ACTFL Proficiency Guidelines.

#### **Measurable Outcomes:**

- e. Speaking: Graduates will express information and opinions in Spanish in a consistent, effective and clear Spanish.
- f. Writing: Graduates will write coherently in Spanish using the disciplinary conventions and methodologies that constitute effective literary and cultural analysis.
- g. Listening: Graduates will understand connected oral discourse on a variety of issues produced by native speakers from different places and times.
- h. Reading: Graduates will demonstrate a critical competence to identify, interpret, and evaluate the main ideas and formal features of literary texts and formal artifacts from all periods and genres, showing some sensitivity to the plurality of meanings they offer.

#### **Performance Rubrics:**

	<b>Inadequate Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a. Speaking	Students can interact with native speakers but there is a strong interference from English, and misunderstandings are frequent. Students feel most comfortable talking about personal matters.	Students can initiate, sustain and conclude conversations on personal, cultural and academic matters with native speakers in their own communities (either abroad, through service learning, or in informal encounters on and off campus). Their speech may contain	Students can explain complex ideas in detail using precise vocabulary and intonation patterns. There is little interference from English.

		pauses, reformulations and self-corrections as they search for the adequate words	
b. Writing	Students' writing often shows lack of fluency due to systematic grammatical errors, misuse of words, and spelling mistakes. Syntax is poor consisting of recombinations of learned vocabulary and structures into simple sentences.	Students can frame and sustain an argument that includes both the exposition and explanation of information, even when there is only partial control of complex structures. They are attentive to questions of structure and style in their written work, but transitions and cohesive devices may still be limited.	Students' writing incorporates a wide range of expressions and rhetorical forms with attention to register and finer shades of meaning. Some misuse of vocabulary may still be evident, but in general there is little interference from English.
c. Listening	Students' understanding is uneven which causes them to often miss main ideas when not interaction is not face-to-face and on familiar topics.	Students can synthesize the main ideas of extended conversation, audiovisual materials, and academic lectures.	Students can follow the general lines of more complex arguments, provided the topic is reasonably familiar.
d. Reading	Students need guidance to understand literary excerpts and longer texts from a variety of sources.	Students are able to read and understand texts from a variety of sources and understand literary texts representing different genres.	Students begin to discern writers' attitudes and viewpoints. They may understand texts in varying literary styles of greater length and complexity.

#### Possible Measurement Methods:

- **NEW Placement Exam\***
- Course embedded assignments: oral presentations, compositions, tests (with and without oral component), journals and/or blogs, conversation groups, class discussions and homework.
- Discussions in the classroom are conducted exclusively in Spanish. Readings, writing assignments and exams are also all in Spanish.
- Extracurricular activities such as Conversation Tables, tutoring through the Spanish Writing Center (SWC) help reinforce spoken interaction and writing techniques, respectively.

\*We believe that a new online Placement Exam is an essential and urgent need for the implementation of the Spanish program's assessment plan, and most particularly Goal 1. Such an exam could serve several purposes within our program: as a placement test for incoming students, as a entry test to the Spanish Major, and as a measurement of the goals we have

designed for our graduates. Our current Placement Test, apart from being extremely old and outdated, at this point only evaluates a few components of the language—mainly grammar and vocabulary--while all but overlooking those aspects we consider key for communicating clearly and effectively in Spanish, such as reading comprehension, listening, and writing. Simply put, the exam we have at present lacks the necessary rigor for evaluating the overall communicative competence of our students.

### **Who Will Do the Assessment?**

The Coordinator of the Spanish Language Program would coordinate this process for all of our incoming students. In addition, every student that declares a major in Spanish should meet with his or her advisor after taking the Placement Exam to discuss future coursework and/or needed improvements in pertinent areas (speaking, writing, listening and reading) before signing for core courses. Finally, all graduates would be required to take the placement exam in the last semester of their Senior year, initially for the sake of assessing the needs of our program, though perhaps as an exit exam in the future. A faculty member (on a rotating basis) could then write a summary of the results and inform those in our program about the best possible corrections that should be taken.

### **How Will Data Be Used to Improve the Program or Revise Curricula?**

After a new Placement Test has been adopted and our language students and majors are tested at the beginning and end of each semester for a full academic year, a careful review of the scores and proficiency level of our majors and graduates will allow us to determine much more clearly what path we ought to take to improve the classroom learning environment. Some possible solutions include: adding an additional semester of language instruction to our Major, developing more language-intensive or immersion semesters, rethinking courses for Heritage speakers, and/or emphasizing specialized training for our adjunct faculty as we strive for similar student learning outcomes among sections of a given course. In addition, we may need to adjust the proficiency levels established in this Goal for our graduates.

### **GOAL:**

2. **To demonstrate a concrete knowledge of major artistic works and figures of the Spanish-speaking world.**

**Defined:** To demonstrate a basic critical ability to identify and evaluate key ideas and formal features of major artistic works and figures, the contexts in which they are produced, and the perspectives they represent.

### **Measurable Outcomes:**

- a. Apply analytical skills to the interpretation of a wide spectrum of cultural phenomena, including literature, art, music, film and popular media.
- b. Identify major artistic and cultural figures of the Spanish-speaking world and their principal works and influence.
- c. Situate the Arts in the context of their historical, cultural, and aesthetic traditions, while recognizing the limitations of such categorizations.

### **Performance Rubrics:**

<b>Inadequate Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a. Students still struggle when trying to analyze complex	Students can evaluate texts through a range of critical	Students can evaluate the function of different



material; a dependence on summary or exposition versus argument and an inability to develop their own thesis when asked to write or discuss independent ideas.

approaches and can apply analytical strategies (learned through literary analysis) to non-literary texts of the Spanish-speaking world, including news media, film, advertisements, visual arts, performance, etc. Students can develop and carry out independent reading and research beyond the knowledge and understanding provided in the classroom.

stylistic devices within a text and can uncover nuanced and multilayered meanings and complexities of a text (or artistic work) through various modes of inquiry. They can begin to assess competing claims of interpretation of a text or other work of art independently and with confidence.

- b. Students have only the most cursory understanding of essential works and figures within the Hispanic world. Mistake in differentiating between Hispanic cultures occur often.

Students demonstrate an understanding of major artistic works and figures as well as the essential characteristics of the trends, periods, movements and names within the Hispanic intellectual traditions that influence them.

Students demonstrate a depth of knowledge and breadth of the major artistic works and figures from the Hispanic world.

- c. Students blur essential distinctions between Hispanic countries and cultures. A lack of sophisticated thought is often linked to sloppiness, disinterest and repetitive errors in argument.

Students recognize key terms specific to the Hispanic world. They can compare and contrast artistic works from different eras, including those that represent important trends and movements from the same period, while also demonstrating knowledge of the significant events that have impacted Spanish/Spanish-American cultures across the centuries. They are aware that conventions and canons may be questioned.

Students regularly show a command of recognizing particularities of individual intellectual traditions within the Hispanic world.

#### **Possible Measurement Methods:**

- Course embedded assignments: term papers, midterm and final essay exams, and in-class oral presentations. Substantive research papers at the 400 level.

- Terminology and critical approaches are introduced in SP 310 and reinforced in subsequent coursework.
- Majors take a minimum of six courses, equally distributed between Spain and Latin America.
- Syllabus Analysis (once major is reconfigured\*.)

\*In keeping with the recommendations of the most recent MLA Ad Hoc Committee on Foreign Languages (*Profession 2007*), the Spanish program must undertake a curricular reform in order to “produce unified, four-year curricula that situate language study in cultural, historical, geographic and cross-cultural frames; that systematically incorporate transcultural content and translanguing reflection at every level; and that organize the major around explicit, principled educational goals and expected outcomes” (239). While our faculty strongly believes in and tries to follow these guidelines in their coursework, the rigid and hierarchical structure of our current Major gives a different impression. Unfortunately, it follows the “standard configuration of university foreign language curricula, in which a two-year language sequence feeds into a set of core courses primarily focused on [the] canonical literature” (236) of Spain and Latin America. It is therefore imperative to rethink the configuration of our major and our courses so that our students can perceive a broader and more cohesive curriculum, one that both incorporates the language and the distinct cultures of the Spanish-speaking world. Only then we can attempt to assess these goals in a more precise manner.

#### **Who Will Do the Assessment?**

To this end, all five full-time members of the faculty in the Spanish program should meet twice during the Fall 2008, first to discuss how to reconfigure the Major and a second time to approve a new design as well as to make the necessary amendments to this assessment plan.

#### **How Will Data Be Used to Improve the Program or Revise Curricula?**

Again, what stands out even after a quick look at the titles of our courses and the structure of our major is the focus on literature, and on Latin America and Spain. As part of the reconfiguration of the major, the titles of advanced course should be changed to reflect the cross-cultural inquiry and multiple subject matters our program already encompasses.

#### **GOAL:**

3. To respect difference and diversity, both in the context of their own culture and globally.

**Defined:** To demonstrate a basic understanding of and respect toward several of the many cultures of Spanish speakers in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).

#### **Measurable Outcomes:**

- a. Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural and social diversity of Latin America, Spain, and the Hispanic communities within the US.
- b. Recognize and respect difference by engaging the perspective of others to better understand and critically reflect on a more complex world view.
- c. Discuss contemporary issues related to Latin America, Spain and the US in their historical contexts.

#### **Performance Rubrics:**

Inadequate Achievement

Average Achievement of

Very Good Achievement

of Outcome	Outcome	of Outcome
a. Students are unaware of the principal customs, patterns of thought, beliefs and values of most Hispanic cultures;	Students show an awareness of relationships between ethnicity, race, religion, culture, history, politics, and economics in the production of artistic works.	Students demonstrate a detailed knowledge and clear understanding of one or more of the cultures associated with Spanish.
b. Students show a lack of tolerance for and indifference to the examination of controversial aspects of the cultures associated with Latin America, Spain or the Hispanic communities in the US.	Students can reflect upon how cultural values can be traced across time and how these values shape perceptions, practices and texts. They can consider issues of colonization, globalization, race and ethnicity in their Spanish, Latin American and US contexts.	Students appreciate (intellectually and esthetically) some of the beliefs or values of a culture or cultures associated with the Hispanic world and may have assimilated them; they can discuss moral issues pertaining to these various cultures and their complex, interwoven histories.
c. Students show little interest or knowledge of contemporary issues associated with most Hispanic cultures.	Students recognize the points of contact between Latin America, Spain, and the US, including questions impacting the Hispanic community in the US. They act with informed awareness of contemporary issues in their historical contexts.	Students can effectively compare the various levels and realms within one or several cultures of Spain, Latin America and/or the Hispanic communities of the US with their own.

#### Possible Measurement Methods:

- Course embedded assignment: term papers, midterm and final essay exams, and in-class oral presentations. Substantive research papers at the 400 level.
- Curricular embedded distribution requirements cover both Spain and Latin America. Current electives include Indigenous American Literature and Film; Latino Literature and Film in the West; Spanish and Spanish Speakers in California, the US and San Francisco; Introduction to Spanish Linguistics; Language and Culture in Latin America; Spanish Linguistics: Phonetics and Phonology; Building Bridges: ESL in the Spanish Community (Service Learning Course "Building Bridges"); Bilingualism: Cultures and Languages in Literature; Cultural Studies of Spain; Studies in Latin American Culture; Advanced Oral and Written Expression.
- Study abroad is strongly recommended for majors.
- Number of majors in International Study programs, in Service Learning courses, involved in service or research in Spanish-speaking communities in the Bay Area, etc.

The location of our university in such a culturally diverse setting makes this goal basic to our program. Spanish is constantly and increasingly heard, seen, and spoken all over California, and

within the Bay Area and San Francisco specifically, and our students are no doubt aware of this unique opportunity. In his article "Spanish: The Foreign National Language", Carlos Alonso asserts that "Spanish should no longer be regarded as a foreign language in this country; and, consequently, we should undertake an institutional rethinking and reshaping of the place occupied by Spanish language and culture in the United States academic world" (222). While deliberately polemic, Alonso's ideas are also valid and worth considering. The reconfiguration of our Major—proposed for Goal 2-- would take into account some of these views as we prepare our students to be global citizens, by presenting them with an "increasingly national cultural reality rather than a foreign one" (225) and by linking this reality to other Spanish-speaking cultures.

### **Who Will Do the Assessment?**

To this end, all five full-time members of the faculty in the Spanish program should meet twice during the Fall 2008, first to discuss how to reconfigure the Major and a second time to approve a new design as well as to make the necessary amendments to this assessment plan.

### **How Will Data Be Used to Improve the Program or Revise Curricula?**

Again, what stands out even after a quick look at the titles of our courses and the structure of our major is the focus on Latin America and Peninsular literature. As part of the reconfiguration of the major, the titles of our core courses should be changed to reflect the cross-cultural inquiry and multiple subject matters the program already encompasses.

### **GOAL:**

4. **To develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning.**

**Defined:** To focus on how language and culture are essential elements of individual and group identity.

### **Measurable Outcomes:**

- a. Reflect upon how the analysis of artistic works within their cultural contexts encourages creative thinking.
- b. Adapt the knowledge and skills they have learned to new experiences and learning opportunities.
- c. Develop an appreciation for and a life-long interest in Spanish-speaking cultures.

### **Performance Rubrics:**

<b>Inadequate Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a. Graduates do not pursue careers or lifestyles that utilize or expand any of the analytical skills learned.	Graduates demonstrate how their acquired skills allow them to engage in intellectual discussions and work that is connected to the appreciation of other cultures.	Graduates conduct research and participate in the cultural conversation of ideas within a wide variety of academic and professional fields.
b. Graduates lose their proficiency in the language and their interest in the	Graduates are able to apply language proficiency and knowledge to enhance	Graduates obtain advanced degrees as well as teaching positions or jobs that serve

Hispanic world. Intellectual curiosity is not sustained with any enthusiasm or rigor.	competency in other disciplines, particularly those that bring each graduate into professional or social contact with native Spanish-speakers.	the Spanish-speaking population in the US or abroad.
c. Graduates show a general disinterest in the cultures of Latin America, Spain or the Hispanic communities in the US. Students rely on cultural clichés as opposed to individual experience to inform themselves about the world.	Graduates embrace a multicultural global environment, and remain appreciative of and sophisticated about Spanish-speaking cultures throughout their lives.	Graduates become actively involved in educational institutions, NGOs, community-based organizations or local groups to promote cross-cultural understanding between Hispanic cultures and others.

#### **Possible Measurement Methods:**

- Embedded assignments: research papers, reflection papers, journals.
- Number of students who obtain advanced degrees, teaching positions or jobs that serve the Spanish-Speaking population in the US or abroad. Number of students who remain involved in service or who conduct research in Spanish-speaking communities (within the US) and/or countries. Number of graduates who are recipients of international grants and internships.
- Online surveys or questionnaires\*.

\* Online surveys or questionnaires would be designed with our exiting students and our alumni in mind, once the new Major configuration is in place, to determine the effectiveness of each goal within the major.

#### **Who Will Do the Assessment?**

Two faculty members (on a rotating basis) would review the surveys or questionnaires annually and would then write a summary of the results for those in our program, as well as the best possible corrections that should be taken.

#### **How Will Data Be Used to Improve the Program or Revise Curricula?**

Surveys or questionnaires should be a valuable assessment tool when reviewing new curricula.

#### **Time Frame:**

October 15, 2008	All faculty in the Spanish Program will have discussed the assessment plan, determine assessment methods and implement the first year of the plan.
May 15, 2009*	The Spanish Program will have assessed Goal 1, made a determination as to whether the learning outcomes have been attained, met as a department to discuss the assessment results, and will have developed a plan for improvement in order to meet benchmark standards if necessary.
May 15, 2010	* The assessment for Goal 1 has not yet been completed. The Spanish Program will have assessed Goals 2 and 3, made a determination as to the attainment of the outcomes and

May 15, 2011

developed a plan for improvement for meeting the desired levels.  
The Spanish Program will have assessed Goal 4, made a determination as to the attainment of the outcomes and develop a plan for improvement for meeting the desired level. Report o progress.

### **Appendix 11: Chinese Studies Required/Elective Courses for the Minor**

Chinese Studies Minor (24 units)

REQUIRED COURSES (16 units)

CHIN 101: First Semester Chinese (4)

CHIN 102: Second Semester Chinese (4)

CHIN 201: Third Semester Chinese (4)

CHIN 202: Fourth Semester Chinese (4)

CHOOSE ONE FROM THE FOLLOWING (4 units)

CHIN 350: Traditional Chinese Culture (4)

CHIN 355: Chinese Literature in Translation (4)

CHOOSE ONE FROM THE FOLLOWING (4 units)

CHIN 301: Third Year Chinese (4)

CHIN 310: Business Chinese I (4)

### **Appendix 12: Chinese Studies Course Descriptions**

Lower-division Courses

**CHIN 101: First Semester Chinese (4 units)**

This course will introduce intensive grammar, composition, conversation and reading. Stress will be placed on spoken language.

**CHIN 102: Second Semester Chinese (4 units)**

Prerequisite: CHIN 101 or equivalent competence as determined by the Department.  
Continuation of CHIN 101.

**CHIN 201: Third Semester Chinese (4 units)**

Prerequisite: CHIN 102 or equivalent competence as determined by the Department.  
Continuation of CHIN 102.

**CHIN 202: Fourth Semester Chinese (4 units)**

Prerequisite: CHIN - 201 or equivalent competence as determined by the Department.  
Continuation of CHIN 201.

Upper-division Courses

**CHIN 301: Third Year Chinese (4 units)**

Prerequisite: CHIN 202 or equivalent. Develops intermediate-to-advanced-level skills in oral and written expression, and introduces modern literary Chinese through texts such as newspapers, short stories, and essays.

**CHIN 302: Advanced Chinese (4 units)**

Prerequisite: CHIN 301 or equivalent. Develops intermediate-to-advanced level skills in oral and written expression, and introduces modern literary Chinese through newspaper articles, short stories, and literary essays.

**CHIN 310: Business Chinese (4 units)**

Prerequisite: 3 semesters of Chinese or equivalent language proficiency. Business Chinese is a language course for students interested in international business and seeking a more in-depth perspective on contemporary Chinese business communications. It is aimed to enhance students' Chinese skills in everyday business situations and to promote their understanding of the business environments and culture in the contemporary China. Class will be taught in Chinese.

**CHIN 350: Traditional Chinese Culture (4 units)**

This course introduces a history of the literati arts of landscape and bird and flower painting, calligraphy, and zither music, along with closely affiliated pursuits such as poetry, garden design, religious or literary pilgrimage, and philosophical contemplation. The impact of literati culture on Japan, Korea, and elsewhere is also covered.

**CHIN 355: Chinese Literature in Translation (4 units)**

This course offers an introduction to significant examples of classical and modern literature, with emphasis on fiction, drama, and poetry (shi and ci).

**Appendix 13: Chinese Studies Program Learning Outcomes**

After taking first-semester Chinese, students should be able to

- master Chinese pronunciation reasonably well, and read pinyin romanization system,
- approximately comprehend simple, basic and very limited language material that is closely related to personal or everyday life,
- introduce oneself or make oneself understood by others in very limited simple vocabulary,
- approximately understand familiar, clearly articulated, simple and very brief oral discourse that is closely related to personal or everyday life,
- convey basic personal information in the simplest vocabulary,
- recognize a few characters or words in simple and very brief text messages that are closely related to personal or everyday life,
- fill in information that is closely related to personal life or provide very brief written answers or relevant questions in very simple basic vocabulary,
- use Chinese word processing programs to compose items such as a message for a greeting card, a memo, or a very simple journal of daily activities.

After taking second-semester Chinese, students should be able to

- master Chinese pronunciation reasonably well, especially tones,
- basically comprehend simple and familiar language material that is closely related to personal or everyday life,
- describe basic information about oneself or others in very simple vocabulary,
- exchange ideas with others on common topics in relatively simple terms, such as describing basic personal profile of oneself or others,
- basically understand simple, familiar and brief discourse that is closely related to personal or everyday life, understanding relevant information,
- recognize the main idea in brief text messages that are commonly seen in personal or everyday life.
- fill in information that is closely related to personal life or provide very brief written answers or relevant questions in very simple vocabulary,

After taking third-semester Chinese, students should be able to

- build a solid foundation in vocabulary and grammar, and gain a relatively balanced development in speaking, listening, reading and writing,
- comprehend basic material that is related to everyday life or work that would be encountered in a general communicative situation,
- get one's ideas across or communicate with others on familiar topics,
- understand conversation or brief speech in everyday life or on general occasions, understanding the general idea and grasping the basic points,
- read short written material that is commonly seen in everyday life, work or study, understanding its main idea and recognizing specific information,
- carry out simple written communication on familiar topics in basic vocabulary or sentences on general occasions,
- develop a basic understanding of Chinese culture and society.

After taking fourth-semester Chinese, students should be able to

- gain a balanced development in basic language skills: listening, speaking, reading and writing,
- engage in conversations on topics of daily life and limited cultural issues,
- compose coherent passages using relatively complex structures and phrases,
- understand the basic principles of word formation and character building in Chinese,
- develop an adequate understanding of Chinese culture and society.

After taking third-year Chinese, students should be able to

- comprehend discussions on topics related to contemporary issues in China and US;
- engage in conversations with paragraph-length connected discourse on topics of daily life and cultural issues;
- decode authentic texts for general ideas, and to write with certain literary sophistication;
- develop a better understanding of contemporary Chinese culture and society;
- get ready for advanced level Chinese study by introducing formal and written expressions and improve student's media literacy.

After taking Business Chinese, students should be able to

- demonstrate a basic understanding of China's social-cultural values, trade policy, business trends, practices and etiquettes,
- hold conversations on selected business topics with correct business vocabulary and in culturally appropriate manners,



- write simple and yet effective business correspondence in proper styles and formats,
- demonstrate a level of language proficiency to understand authentic business-related materials from Chinese media.

#### **Appendix 14: German Grading Rubric for Oral Presentation**

##### **Total Points Possible: 100**

Title/Introduction	10-9 - Title is intriguing and includes key words of topic - Intro stimulates interest, provides succinct, pertinent background information and leads to argument	8-7 - Title is intriguing but does not include key words/vice versa - Intro stimulates some interest, provides general background information, has links to argument	6-5 - Title not particularly interesting or informative - Intro gives some pertinent information, implies some links to argument	4-3 - Title only states title of film or text - Intro makes general assumptions, does not provide pertinent information, does not lead to argument	0 - Missing
Argument	10-9 - Argument is clearly marked and succinct, demonstrates own, innovative research and reflection	8-7 - Argument is clearly marked, demonstrates own research and reflection, follows leads from other sources	6-5 - Argument is clearly marked, demonstrates some own research, lacks succinctness, is based on other sources	4-3 - Argument is implicitly marked, does not demonstrate own research, is based on general assumptions	0 - Missing
Substantiation	30-25 - Link to argument is always obvious, primary and secondary sources are consistently, relevantly, and correctly quoted and cited	24-20 - Link to argument is mostly apparent, primary and secondary sources are often relevantly and correctly quoted and cited	19-15 - Link to argument is not always clear, primary and secondary sources are often not relevantly and correctly quoted and cited	14-10 - Link to argument is often missing, primary and secondary sources are not or not relevantly and correctly quoted and cited	0 - Missing
Clarity /Organization:	20-18 - Outline and Presentation follow a clear format, as given in guidelines - Oral presentation is given in a clear, organized and confident manner	17-15 - Outline and Presentation mostly follow a clear format, as given in guidelines - Oral presentation is given in a somewhat clear, organized and confident manner	14-12 - Outline and Presentation include some elements of the format given in guidelines - Oral presentation shows a lack of structure and preparation	11-9 - Outline and Presentation do not follow a clear format, as given in guidelines - Oral presentation is disorganized, speakers are unprepared and difficult to understand	0 - Missing
Visuals:	10-9 - Visuals are	8-7 - Visuals are	6-5 - Visuals support	4-3 - Visuals are of	0 - Missing

	clear and enticing, emphasize and reinforce points of presentation succinctly	enticing, emphasize and reinforce points of presentation clearly	some points of presentation but lack clear organization, are somewhat confusing	poor quality, don't add substance to presentation, are disorganized	
Conclusion/Class Engagement:	20-18 - Conclusion succinctly refers back to argument and its substantiation; active, meaningful involvement of class is elicited	17-15 - Conclusion refers to some points of argument; some class engagement is elicited	14-12 - Conclusion is vague in its references to argument; class is only minimally engaged	11-9 - Conclusion is vague and lacks substance; class is not engaged	0 - Missing
<b>Total Points:</b>					

### **Appendix 15: German Grading Rubric for Term Paper**

#### **Total Points Possible: 200**

<b>Heading/Title</b>	10-9 - Heading is correctly formatted - Title is intriguing and includes key words of topic	8-7 - Heading has some mistakes in formatting - Title is intriguing but does not include key words/vice versa	6-5 - Heading has major mistakes in formatting - Title not particularly interesting or informative	4-3 - Heading is incomplete, not formatted correctly - Title only states title of film or text	0 - Title and Heading are missing
<b>Introduction</b>	30-25 - Intro stimulates interest, provides succinct, pertinent background information and leads to argument	24-20 - Intro stimulates some interest, provides general background information, has links to argument	19-15 - Intro gives some pertinent information, implies some links to argument	14-10 - Intro makes general assumptions, does not provide pertinent information, does not lead to argument	0 - No discernable Introduction
<b>Argument</b>	15-13 - Argument is clearly marked and succinctly stated; demonstrates own, innovative research and reflection	12-10 - Argument is clearly marked, demonstrates own research and reflection, follows leads from other sources	9-7 - Argument is clearly marked, demonstrates some own research, lacks succinctness, is based on other sources	6-4 - Argument is implicitly marked, does not demonstrate own research, is based on general assumptions	0 - No discernable Argument
<b>Development / Substantiation</b>	80-70 - Link to argument is always obvious; primary and secondary sources are consistently, relevantly, and	69-60 - Link to argument is mostly apparent; primary and secondary sources are mostly relevantly and	59-50 - Link to argument is not always clear; primary and secondary sources are often not relevantly and	49-40 - Link to argument is often missing, primary and secondary sources are not or not relevantly and	0 - Development and Substantiation are missing

	correctly quoted and cited; secondary sources demonstrate wide breadth in own research	correctly quoted and cited; secondary sources demonstrate breadth in own research	correctly quoted and cited; secondary sources show lack of breadth in own research	correctly quoted and cited	
<b>Conclusion</b>	30-25 - Summarizes argument and substantiation succinctly; points convincingly to further possible research and relevance of topic	24-20 - Summarizes argument and substantiation somewhat succinctly; points somewhat convincingly to further possible research and relevance of topic	19-15 - Vaguely refers back to argument and substantiation; makes some allusions to further possible research and relevance of topic	14-10 - Does not refer back to argument; does not point to further research and relevance of topic	0 - Conclusion missing
<b>Works Cited</b>	25-22 - Indicates broad range of secondary sources; lists all sources referred to in study; uses consistent MLA formatting	21-19 - Indicates some range of secondary sources; lists almost all sources referred to in study; uses fairly consistent MLA formatting	18-16 - Indicates small range of secondary sources; does not list all sources referred to in study; does not use consistent MLA formatting	15-13 - Does not have range of secondary sources; does not list all sources referred to in study; does not use MLA formatting	0 - List of Works Cited is missing
<b>General Appearance/ Formatting</b>	10-9 - Adheres consistently to MLA formatting for research paper; has no significant errors in spelling, grammar or syntax	8-7 - Adheres consistently to MLA formatting for research paper; has only few errors in spelling, grammar or syntax	6-5 - Does not adhere consistently to MLA formatting of research paper; has significant errors in spelling, grammar or syntax	4-3 - Does not adhere to MLA formatting of research paper; has many significant errors in spelling, grammar or syntax	0 - Appearance and formatting are completely inadequate
<b>Total</b>					

### **Appendix 16: MCL By-Laws (Revised in December, 2007)**

#### **I. Membership**

1. All faculty who hold full-time tenured, probationary or term appointments in the Department of Modern Languages and Classics shall be considered members. Voting on curricular or personnel matters, membership in standing and ad hoc committees, and full consultation shall be limited to members who teach at least one course per year in the Department. This should not be construed to apply to members on sabbatical leave. Part-time lecturers within the Department shall be invited to all meetings not involving personnel, shall have the right to participate and make motions in said meetings, but shall not have voting rights. They shall be consulted on matters relevant to their part-time status, and may be appointed to serve on ad hoc committees at the Chair's discretion.

## 2. Duties

- a. As per Article 4 of the USF-USFFA Bargaining Agreement, full-time members are expected to attend, regularly and punctually, all Department and committee meetings.
- b. They are expected to conduct themselves professionally in all of their dealings with students, administration and staff, and fellow faculty. This includes, but is not limited to, adherence to rules and standards, respect for the Department Chair's role, responsibility in assuming workload arrangements, cooperation and courtesy, discretion in maintaining confidentiality with respect to Departmental business, independent thinking and expression, and support once a vote is taken.

## II. Chair

1. The chair shall be elected by all full-time members of the department. The chair shall serve for a term of two years, and shall normally be a tenured member of the department; non-tenured faculty may also serve.
2. Nominations for the position of chair shall be solicited by the incumbent until March 1 of the last semester of his/her term. Nominees shall be contacted to determine their willingness to serve, and any individual may withdraw his/her name from consideration at any time up to the date of the election. The list of candidates will be circulated among all voting members of the department.
3. Elections shall be held in accordance with the USF Faculty Association Agreement, i.e., they shall be secret, written, and subject to a simple majority of those members who are present to vote. If no member receives a majority, a run-off election between the top two vote-getters shall be held. The initial vote shall be taken by March 15.

## 4. Duties

- a. The chair shall represent the department to the Dean of Arts and Sciences or other appropriate administrative official. The chair shall present fully and accurately the formal resolutions of Department faculty as well as their informal consensus in all matters concerning administrative faculty relations and policies. If the chair cannot in good faith advocate a Department position, he/she shall appoint someone of the majority to represent that position to the Dean.
- b. The chair shall serve as the ordinary conduit of information from the Dean of Arts and Sciences, or any other administrative official, to the Department on all matters of concern to the Department as a whole. He/she shall consult with the Department on matters requiring such consultation through a departmental meeting, if possible, or if that is not possible by reason of time constraints or the sensitivity of the matter, by consulting with members individually.
- c. The chair shall represent the Department on the College Council and Arts Council and shall inform the Department members on the business of the Council.
- d. The duties enumerated above shall be in addition to those given to the chair by the administration for the conduct of university business.

## III. Meetings

1. At the beginning of each semester, the chair shall schedule a minimum of two Department meetings for that semester. He/she shall ask for agenda items in writing sufficiently in advance so that the agenda may be published no less than a week before the meeting. Meetings shall be canceled if no old business remains to be conducted and if no new business is brought to the attention of the chair prior to the meeting. New items must be placed on the agenda at the meeting by a three-fourths vote of eligible members present. By a three-fourths vote said items shall be given preference on the agenda. These motions are non-debatable.
2. *Roberts Rules of Order* shall be considered normative but not mandatory for conducting Department meetings, subject to the discretion of the chair of the meeting. However, any two members present may invoke Roberts Rules on a given issue.
  - a. The chair shall have a vote in all proceedings and the privilege of a voice in all discussions.
  - b. Motions shall be decided by a majority of the eligible voters present. Absentee or proxy ballots shall be allowed, provided they are presented prior to the vote.
  - c. A quorum is defined as a simple majority of voting members of the department. If a quorum is not achieved at any departmental meeting, all voting shall be postponed until a future date.
  - d. After an issue is discussed at a meeting, the department chair may conduct a vote on that issue electronically. The results of each election should be confirmed by the departmental program assistant

#### IV Committees

1. The members of all ad hoc committees shall be appointed by the chair, in consultation with the full-time faculty of the department
2. Individual Language Committees. The members of each language taught by more than one faculty member shall form a standing committee to coordinate matters relevant to curriculum, staffing, etc. in that language. Each committee should meet at least once per semester to discuss any business relevant to the program under their purview, and when necessary, to make recommendations for action to be considered by the department as a whole.
3. Committee for Non-degree-granting Languages. At least once per semester one full-time faculty member or the chair shall consult with part-time faculty teaching languages other than those represented by full-time faculty, and report any findings to the Department.
4. Ad Hoc Committees. Ad hoc committees may be created at the initiative of either the chair or the Department. Their personnel shall be appointed by the chair after consultation as necessary.

#### V. By-laws

1. In the event that amendments or additions to these By-laws are deemed necessary by a majority of the faculty, the Chair may appoint an ad hoc committee to recommend such changes. Said committee shall be composed of one member from each of the degree or certificate-granting languages.

2. By-laws shall be approved or amended by a two-thirds majority of all voting members of the Department. If this majority is not achieved, the Chair may request the ad hoc committee to revise their proposals accordingly for a second vote by the Department.

#### VI. Savings Clause

If any provision of these by-laws conflicts with the provision of any federal or state statute, or Executive Order having the effect of law, now in force or hereafter enacted, the remainder of these By-laws shall remain in full force and effect unless the parts so found to be void or illegal are wholly inseparable from the remaining portions of these By-laws.