

Department of
Modern and Classical Languages

College of Arts and Sciences
University of San Francisco

Self-Study (Spring 2016)

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Mission

The Department of Modern and Classical Languages (MCL) emphasizes the use of language as a critical tool to help broaden student's awareness of the similarities and differences between cultures while sharpening their appreciation for the nuances of their own native language. We inculcate both linguistic proficiency and cultural literacy that our students can deploy in their future academic and professional endeavors, *and* in their service to the greater good.

Linguistic knowledge is particularly crucial to educating socially responsible citizens of our multilingual, multicultural world, because it empowers the young to seek out and engage with unfamiliar cultures and societies on their own terms. Whether as a tool to investigate the past, to analyze the present, or to forecast the future, knowledge of languages and cultures fosters sensitivity toward and informed understanding of others, enabling our students to actively participate in the molding of a more peaceful, less strife-torn world.

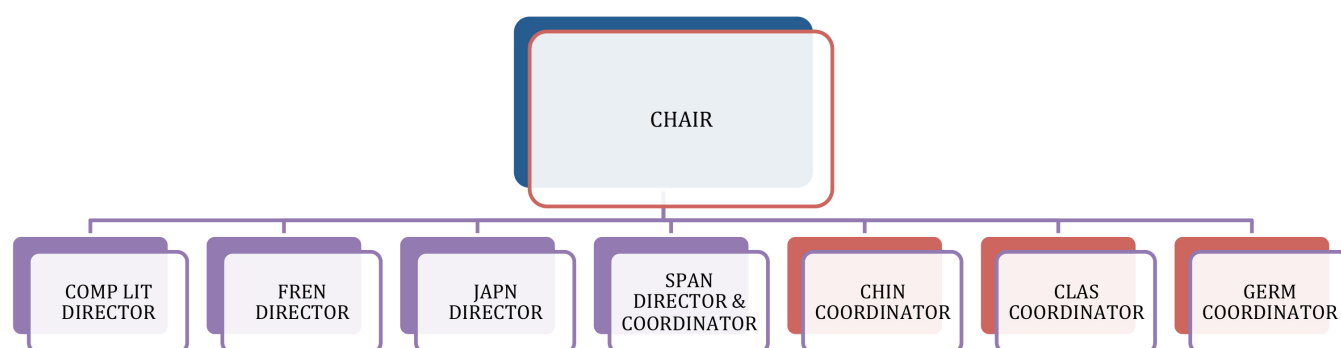
While striving to attain high quality scholarship and uphold academic rigor, the Department is committed to inculcating the ideal of justice into our students. Through extra-curricular activities such as reading and cultural clubs, volunteer opportunities, and internships, students are encouraged to find connections with diverse, sometimes struggling communities within our region and beyond. Moreover, awareness of humanity's panoply of histories, values, and ways of life is further enhanced through participation in the exchange programs offered through the university's Center for Global Education in Africa, China, France, Germany, Italy, Japan, Latin America, Spain, and elsewhere across the globe.

Governance

The department operates on the 'federated model', meaning that various aspects of internal governance are distributed among the six different major and minor programs (Chinese, French, German, Japanese, Spanish, and Comparative Literature), and to a lesser extent the eight non-degree-granting program languages (ASL, Arabic, Filipino, Ancient Greek, Hebrew, Italian, Latin, and Portuguese). Although these programs make decisions regarding curriculum, hiring, course rotation, and other areas independently, we entrust the chair or co-chairs to serve as liaisons among our programs and with the administration. Chairs are elected by secret ballot for two-year terms. All full-time faculty are eligible to vote in these elections, details of which can be found in our by-laws in Appendix V. Management of each major program is the responsibility of a faculty program director, while the two minor programs are the responsibility of a faculty coordinator. The Spanish program is the only exception to this pattern: in addition to the program director, it also appoints a language coordinator whose primary responsibilities include overseeing the lower-division language classes.

Since the last academic program review, the department under the leadership of our former co-chairs (during their 2010-12 term) developed specific job descriptions for language directors and program coordinators. From 2009 to 2015, the department had two positions titled language directors, who were appointed by the deans. Their main responsibilities were to support

pedagogical and professional development of language instructors and to coordinate the smaller language programs (“lonely languages”) without coordinators. The decision to eliminate these positions in 2015 was motivated by the following considerations. **First**, the number of our smaller languages has dropped. Due to low enrollments we were forced to eliminate Russian and Swahili from our offerings. Moreover, Ancient, Greek, Hebrew and Portuguese are often offered as directed studies only. **Second**, the deans and the department preferred a flatter governance structure in which the department chair and program directors and coordinators work together. Where special needs arise for coordination, such as in ASL or in the conversation tutoring program, a faculty member can be recruited to take on this assignment and receive course release time. Kyoko Suda has continued to coordinate the ASL program, a task assigned to her when she was one of the two language directors. She is also currently charged with organizing the conversation tutoring program. The current structure adopted in 2015 is depicted in the graph below.



The appointment of program directors and coordinators is the prerogative of the Associate Dean for the Arts, who does so in close consultation with the chair. Their responsibilities include advising majors and minors, creating class schedules, keeping degree requirement checklists updated, reviewing and revising the curriculum, and supporting language instruction. Hiring of adjunct faculty is done at the program level in consultation with the department chair or co-chairs, and subject to the approval of the deans. For full-time positions, a faculty search committee appointed by the deans is responsible for developing the job description, selecting and interviewing finalists, and recommending their preferred candidate(s) for hiring to the deans.

The chair holds a department meeting at least twice per semester to discuss important department-wide issues or events. The full-time members of the department are expected to attend, but the adjuncts are not so obligated. The latter are encouraged to attend and share their perspectives, but generally speaking are not compensated for attendance except for the few cases of adjuncts with specific service assignments. They are compensated for meetings to which they are asked to attend. The chair collects and reviews course schedules in the department. It is also the chair's charge to approve waiver requests for students' foreign language requirement and all department expense requests. A list of MCL chair's main tasks, compiled by all former and current chairs and co-chairs on the basis of the generic chair job description issued by the Provost's office, is provided in Appendix V.

History

As far as we know, the earliest record of an independent languages department at USF dates from the 1940s. At some point, probably in the 1960s, it merged with the classics program (originally Department of Classics) to form what is now MCL, at that time comprised of French, German, Italian, Spanish, and Classics major and/or minor programs. Russian, Japanese, and Chinese courses and adjunct faculty were added during the 1980s, followed by Hebrew, Arabic, Portuguese, Filipino, ASL, and Swahili (roughly in that order) in the 1990s-2000s. Russian and Swahili were discontinued in 2014.

More than half (8 out of 15) of the current MCL full-time faculty came to USF in the early- to mid-1990s; the rest were hired between 2005 and 2014. The number of full-time (including both tenure-track and term) faculty has remained more or less static during the past 25 years, ranging from a low of 12 to a high of 16 (for more on faculty see Section X below).

Adjunct Faculty

The department relies heavily on adjunct faculty to teach lower-division language courses. In recent years, 35 to 40 adjunct faculty members are hired each semester. Many of them have been teaching for the department for many years. About half of them are in the Preferred Hiring Pool (PHP), a status for which faculty become eligible to apply after two years of service and 32 units of completed teaching units. As of Spring 2016, seven of them are in the Preferred Hiring Pool 2, a status granted to a few who are judged to be especially effective and dedicated teachers. Adjunct faculty members in PHP or PHP2 have certain guarantees for courses they are qualified to teach, compared to those not in PHP or PHP2. Generally, adjunct faculty can teach no more than two 4-unit courses in each semester.

Teaching assignments are made based on several overlapping criteria, including 1) seniority, including membership in the PHP and PHP2; 2) experience in and preferences for specific courses; 3) enrollments (e.g. some shifting of assignments occurs when low enrolled courses are canceled); 4) consultation among both PT and FT faculty regarding course offerings; 5) student feedback through the “blue” course evaluation forms.

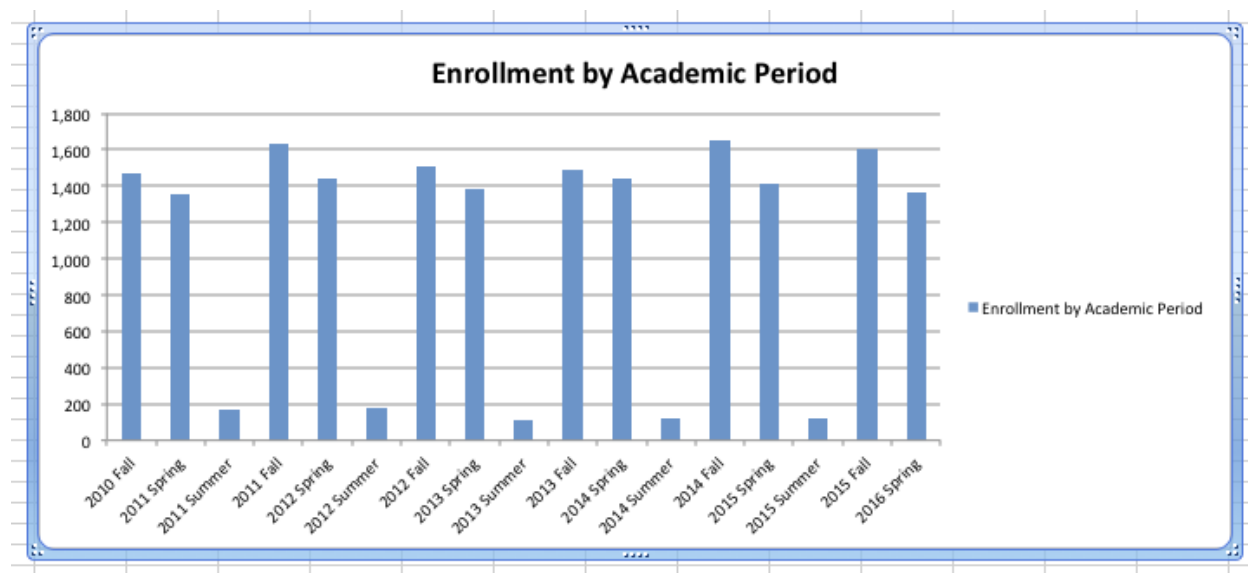
A lot of serious discussions have taken place about the role and treatment of adjunct faculty within the department since the last program review. Several key issues include involvement in department governance, a path to full-time status, and office space. The department has strived to involve adjunct faculty in our governance. For example, all faculty can submit items to be included on the department meeting agenda to the chair. Meeting minutes of department meetings, Arts Council and College Council meetings are shared with adjunct faculty. In recent years, the chair and co-chairs held meetings, once a year, with adjunct faculty to address issues of concern to them. New full-time faculty positions are difficult to come by, requiring as they do the approval of the Board of Trustees at USF. One idea that was discussed recently is to explore the possibility with the College of using the full-time Instructor faculty status for departments like MCL and Rhetoric and Language, in which a large number adjunct faculty are hired. Office space is also a huge problem for the College. Adjunct faculty do not have designated office space like full-time faculty. The space on the 4th floor in the Gleeson Library is available to

adjunct faculty to hold office hours. We all recognize that given its lack of private space (it is a large room with carrels but only two enclosed rooms for meetings) and somewhat inconvenient location, it is not an ideal place for this. In MCL, there are two small offices--one in Kalmanovitz Hall and one in Cowell Hall--for our adjunct faculty. In addition, we are able to use the vacant office of a full-time member when s/he is on sabbatical. For each space, a Google calendar is set up to organize sharing of the space.

Courses and Enrollment

Currently, the department offers courses in 13 foreign languages, and content courses in foreign culture, literature, film, and linguistics. USF students take the courses offered in MCL to fulfill the foreign language requirement (see below) and different University Core requirements such as Core C1 (Literature), F (Performing and Visual Arts), and E (Social Sciences) requirements. Several courses also carry the Cultural Diversity (CD) and/or Serving Learning (SL) designations. (For a summary of these requirements, please see Appendix V below).

The department typically offers 90-100 classes (including multiple sections of some courses) per semester, with a total enrollment of 1,400 to 1,600 students per semester, as the table below shows. For example, about 1,540 students were enrolled in Fall 2015 and 1,340 were enrolled in Spring 2016.



Language courses, including lower-division and upper-division language courses, are all capped at 22. Three 8-unit intensive courses in French, Japanese and Spanish are capped at 18. Content courses that fulfill a Core requirement, with the exception of First Year Seminars capped at 16, are capped at 40. One of the challenges facing all the programs within the Department is under-enrollment of language courses. The Provost requires that any classes with an enrollment of 12 or less be considered for cancellation; thus, the Chair must work with the Associate Dean for Humanities each semester on courses that have fewer than 12 students enrolled. The Department

has been able to keep classes open at 9-10 with strong rationales, thanks to our Area Associate Dean's support. For the classes considered under-enrolled, there are two situations. Several languages have been struggling, such as Ancient Greek, Hebrew and Portuguese. These often have to be converted into directed studies, taught by adjunct faculty, or cancelled altogether. Under-enrollment sometimes also happens in upper-division language courses such as 300- and 400-level classes in Japanese, 300-level classes in Chinese, and culture and literature courses at the 200-level and above in French and Spanish, all of which are taught in the target languages. These courses are often required for our majors and minors, and must be taken in a timely fashion to fulfill their degree requirements. Yet when our enrollments fall below the minimum threshold (variable, but averages around 8), even these required courses are canceled.

The department has made strong efforts to enhance visibility of the Department and our language courses. For example, since 2012, we have been holding the "Language Fair" in the Fall, hoping to reach out to as many as students as possible. We also started to hand out "language buttons", and give greetings in different languages, at this annual event in 2015. The overall impact of these efforts on enrollment is hard to assess, but the annual event has served the goal of enhancing MCL's visibility across campus.

It is pedagogically sound to lower cap of language courses to 16 from 22, with an even lower cap for upper-division courses. When it comes to under-enrollment, it is prudent to say that the one-size-fits-all approach might not be the best strategy. For content courses with a cap of 40 students, an enrollment in the 8-10 range is obviously under-enrolled, but for our 200-level or upper-division language courses (all with a cap of 22 students), especially upper-division courses, we consider an enrollment of 8 students, for example, to be healthy given the history and current state of our programs.

Foreign Language Requirement

Aside from housing all foreign language, culture, and literature courses, MCL has also administered the foreign language requirement for students in the College of Arts and Sciences. Students who have not completed college-level coursework in a foreign language, and seek to have this requirement waived, must request a proficiency exam (oral as well as written). In the case of a language not taught at USF, the MCL chair may engage an external evaluator to assess the student's language proficiency. For some languages such as Polish, Russian, Hindi/Urdu, Korean, Bengali and Vietnamese, we are able to draw on USF faculty or staff within MCL or in other departments who happen to be speakers of these languages. Existing online placement tests are used for Chinese, Filipino, French, German, Japanese, and Spanish. The language requirement of two (for science majors) or three (for arts majors) semesters can only be waived after the student has demonstrated equivalent proficiency in all four language skills (reading, speaking, writing, and listening). See Appendix V:1 for "A Guide to the USF Foreign Language Requirement" for details on requirements and procedures to process waiver requests.

As a Jesuit institution, we strive to offer high-quality foreign language education to all USF students. The same standard is vigorously upheld in processing waiver requests. While we continue to face many challenges, the Department as a whole has started to develop better strategies to improve the process of waiving the requirement for the students who request this.

Moreover, the significant number of students seeking such a waiver has led some colleagues in the Department to sense a lack of appreciation for foreign language education at USF among some students, but even more disturbingly among some faculty in other departments. Foreign language often seems to be the last requirement that students try to fulfill before or even after graduation, especially among transfer students. In the past, the department tended to receive a significant number of waiver requests from students in their last semester or even after they left USF.

The processing of waiver requests is additional work for faculty, which is expected to fall within their service workload. For languages not taught at USF, it can become a huge burden on the Department, especially the chair, as pointed out above. We started to track the requests coming to the department from August 2015. We have processed about 270 requests from August 2015 to August 2016. For each request received, if the language to be tested is one that we offer in the department, the PA will refer the student to the faculty, who will administer proficiency interview and recommend approval or rejection to the chair. The PA will update the student's Banner record, based on the chair's final approval. For languages we don't offer, for example, Korean or Serbian, the chair, PA and sometimes another faculty member will work together to find a fluent speaker to test the student. In the past, we had to rely on staff or faculty from other departments to help us interview the students, if they happen to speak the language. We provided training and sample questions. Clearly, these people are not language professionals, so the feedback we receive can be confusing. The chair often had to speak to them in order to figure out how they felt about the student's proficiency. Sometimes we couldn't find a speaker to test the student on campus. We occasionally outsourced the testing to an outside language program, but in such cases the chair would have to monitor the process even more vigilantly. What is equally if not even more challenging is the fact that the PA and chair receive requests throughout the year, including during summer and winter breaks. Testing just one student typically takes 45 minutes to one hour, not including the hours spent on communicating with students and faculty, or finding and training speakers of languages that we don't offer.

We have outlined several strategies in the aforementioned guide to streamline the process, including setting different deadlines in the fall and spring semesters by which students submit waiver requests. We are also developing new procedures to keep track of all the student requests, such as redesigning the google form. At the same time, the PA is currently working on a project to collect information on foreign language requirements and waiver policies at other Jesuits institutions. The Department is planning to review our policy and propose policy changes to the administration in the 2016-2017 academic year.

Staff

Nancy Mora has been the Program Assistant (PA) since October 2015. The PA manages a team of student workers, approximately 5 to 6 each semester. As large and structurally complex as MCL is, the Department has had only one PA. The turnover rate of our PA position has been exceptionally high by comparison with the rest of the College. Since 2006, Ms. Mora is the fifth PA, not including three temp PA's who only worked for the Department for a few weeks. The College has worked with the Department to try to come up with viable solutions. For example, to

lighten the burden on our PA the Dean's office has taken over responsibility for handling EPAFs (electronic payment requests) for student tutors and other workers.

It has become the consensus of the Department that a more permanent solution to the PA workload issue in MCL would be to have at least two PA's, or ideally a staff program director and a PA, all at 100%. This is the proposal that the current chair, Zhiqiang Li, presented to the Deans in March 2016. In April 2016 through a structural re-organization, the College was able to provide the department with a 75% additional PA position (reallocated from existing staffing and not a new line per se). A search was conducted over the summer but was delayed when the preferred candidate declined the dean's offer. The search was resumed in mid-August and as of this writing (August 28), a second candidate has accepted an offer and will begin on 9/12.

Technology and LCC

Since 2014, MCL has shared its lab space in Cowell Hall with the Art and Architecture program. MCL has use of the lab on MWF, and Art & Architecture on TR. The lab currently has about 25 computer stations. The lab is part of the MCL Language and Culture Center (LCC), and it is run by a lab technician who also oversees equipment in the Psychology department. The LCC committee consisting of several faculty members, full-time and part-time, meets regularly during the semester. The main charge of the committee is to set lab policies, promote language learning, raise awareness and knowledge of different countries and cultures and encourage effective and innovative language teaching. The committee has served to facilitate communication among language faculty from MCL, English and a Second Language (ESL) (now Academic English for Multilingual Students, AEM) and lab staff, and promote the use of technology in learning and teaching by holding faculty professional development workshops and events.

Some topics covered in the workshops in the past include use of new tools (iMovie, Audacity, PPT) in language classes, multimedia projects on Canvas, using Canvas for Hybrid Instruction and Flipping the Classroom etc. Most presenters were our own colleagues, but we also invited tech staff from ITS to introduce new course management systems and new technology. Nearly all MCL instructors make extensive use of Canvas courseware to provide feedback on and grade written assignments, and to communicate with students, post links, and various other functions. The multimedia functionality of this software has proven especially useful in language courses.

Student and Faculty Statistics

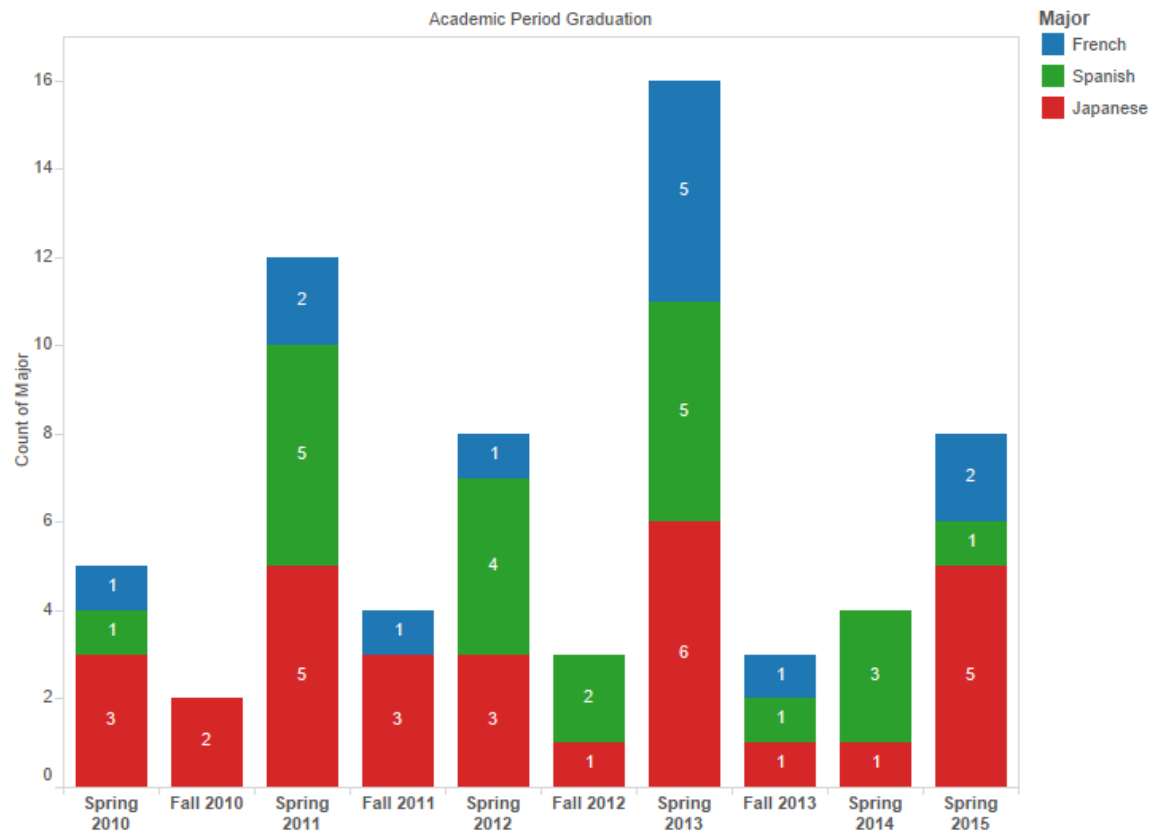
Currently, MCL offers majors in Comparative Literature and Culture, French Studies, Japanese Studies, and Spanish Studies; minors in Classical Studies, Chinese Studies, French Studies, German Studies, Japanese Studies, and Spanish Studies; and a Certificate in Japanese Studies and French Studies.¹ The Department's courses count toward, and its faculty are involved in, a number of interdisciplinary programs including African Studies, Urban Studies, Latin American

¹ The Comparative Literature and Culture program (major) had its academic program review in 2013. Per agreement with the deans, the Classical Studies program (minor) is not part of this year's academic program review as the program is currently suspended.

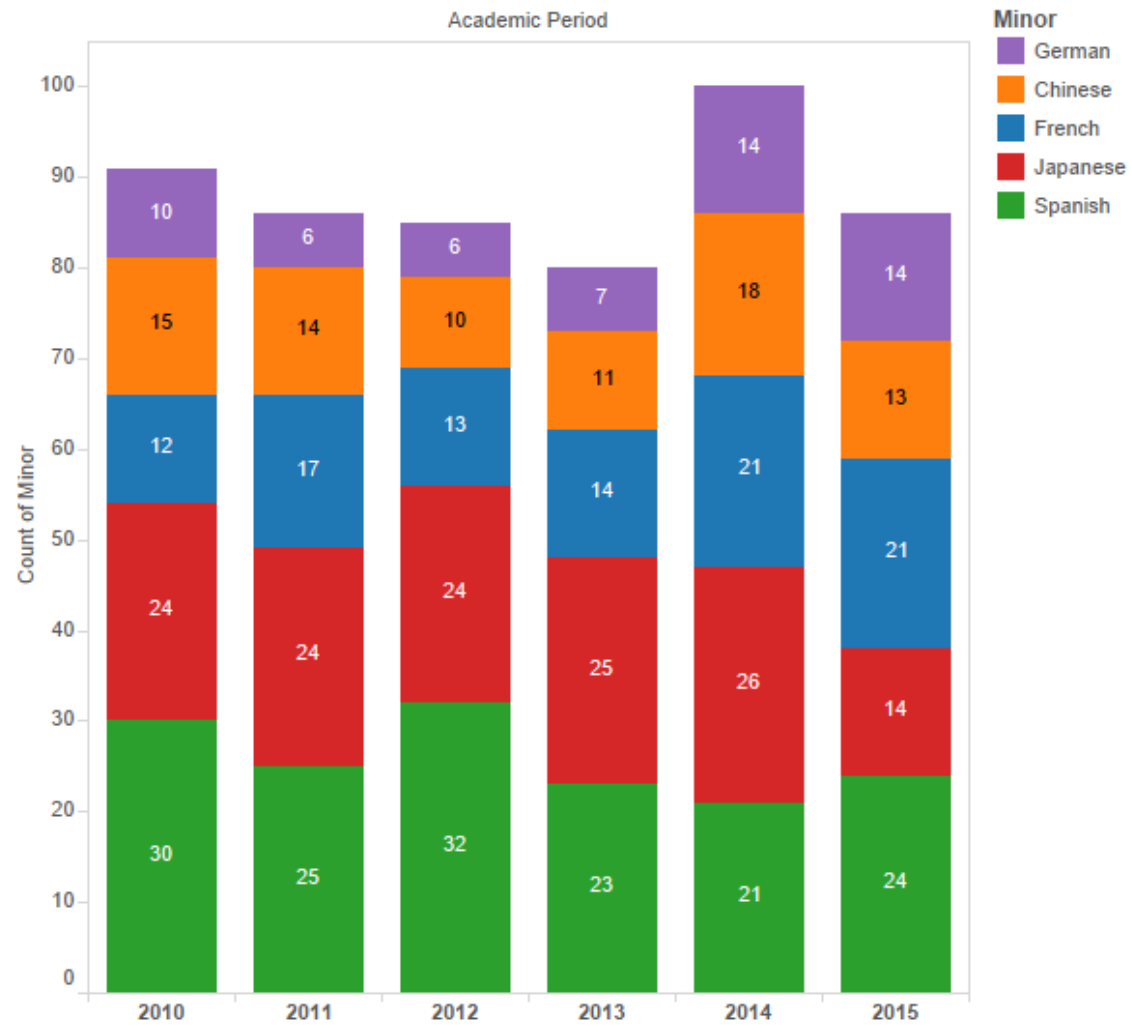
Studies, International Studies (BA and MA), European Studies, Performing Arts, Asian Studies (BA and MA), Jewish Studies, Filipino Studies, and Film Studies. We have given numbers of students graduated in each degree program from Spring 2010 to Spring 2016. Secondary majors and minors are included in the statistics.

Declared majors, minors, and certificates

All Major Graduations per Semester 2010 - 2015

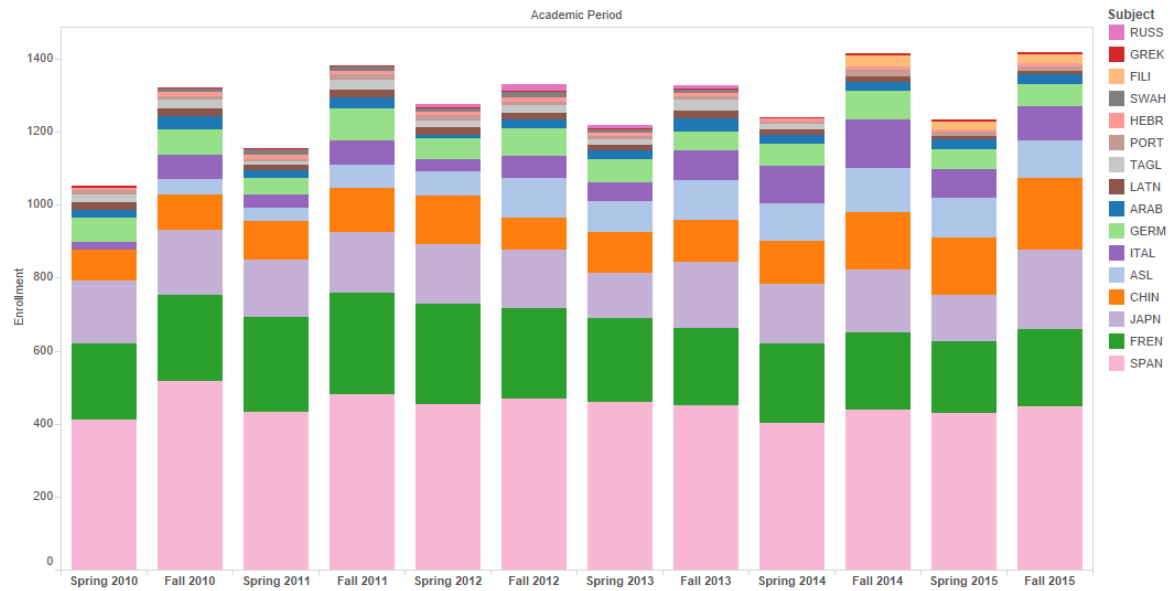


Minors per Year



Student credit hours, number of faculty, and credit hours per faculty for each program

Stacked Student Totals per Subject for 2010 - 2015 Academic Periods



Faculty and staff demographics

LANG Faculty -- Fall 2010 -- Spring 2016

faculty by age/gender/rank

		Age Range / Gender										
		Under 36		36-45		46-55		56-65		Over 65		Grand Total
Rank		M	F	M	F	M	F	M	F	M	F	
Professor						1	1	2	3		1	
Associate Professor					2	2	1	2	2	1		10
Assistant Professor		1			3			1				5
Adjunct		7	8	11	14	6	11		11	1	5	74
Instructor								1				1
Grand Total		8	8	11	19	9	13	6	16	2	6	

faculty by age/gender/ethnicity

Ethnicity	Age Range / Gender										Grand Total
	Under 36		36-45		46-55		56-65		Over 65		
	M	F	M	F	M	F	M	F	M	F	
African American			1	1			1				
Asian	1			2	1	1		7		2	1
Hispanic or Latino			3	5	5	5	1	3			2
Int'l	2	1	1	1				1			
Unknown	1	2	2	1		2	1				
White	4	5	4	9	3	5	3	5	2	4	4
Grand Total	8	8	11	19	9	13	6	16	2	6	

faculty by rank/ethnicity

Rank	Ethnicity						Grand Total
	African American	Asian	Hispanic or Latino	Int'l	Unknown	White	
Professor		1	1			6	8
Associate Professor	1	1	4	1		3	10
Assistant Professor			2	1	1	1	5
Adjunct	2	12	15	4	8	33	74
Instructor						1	1
Grand Total	3	14	22	6	9	44	98

Distinct count of Pidm broken down by Ethnicity vs. Rank.

Source for all: OSDP person, employee, schedule_offering,ethnic_2010

2010 Program Review and Our Responses

(Action Plan [dated July 2011] in Appendix V:2)

(Program-specific comments and responses are included separately under the sections for each major)

(Reviewers' comments are italicized)

The department has a number of weaknesses including 1) the lack of a shared mission across languages; 2) demoralization among faculty (due to the “belief that the University supports internationalization but does not value the study of language”); 3) a breakdown in structures of communication within and between language programs; 4) a sense of department history that “makes problems seem intractable rather than solvable through collegial cooperation”; and 5) differences between the department’s view of its role and the expectations of the University for the department.

Over the past six years (2010-16), the department has attempted to foster a stronger sense of communal identity and shared mission through various initiatives, including (but not limited to)

symposia on pedagogy (usually twice per year), language fairs (once in the fall semester), regular department meetings (a minimum of two per semester), and more frequent collaboration and interaction with the college administration and other academic units and programs across campus. To some extent, these initiatives have reversed the deterioration of morale, and ameliorated the dearth of communication within and across programs, which was perceived by our reviewers in 2010. As for our relationship with the college and university, we do not see any fundamental shifts in attitudes toward the study of languages and cultures by the administration. Nevertheless, we recognize that this is not necessarily attributable to neglect or ill will on the part of the administration; rather, it arguably reflects perceptions shared broadly among our colleagues across the university, as well as a general sense of malaise that afflicts the humanities as a whole, here and elsewhere. Fortunately, we are continuing to attract students who are passionate enough about the languages and the cultures we teach, to choose one of our majors or minors, albeit in numbers smaller than we would like. Our talented and dedicated faculty, both full-time and adjunct, continue to excel in attracting students to our classes. Our job as a department is to work harder to spread the word about the importance of our subjects to the student body as a whole. We hope to make improvements to our recruitment, and welcome the Reviewers' suggestions.

There are also problems in internal governance including a lack of regularly scheduled meetings, over reliance on adjuncts, and the lack of a department chair rotation. Each language program must determine its own requirements for its major and thus the chair will need to recognize the different needs of the various language programs. This need will be better addressed if the chair regularly rotates among all departmental colleagues.

During the past three two-year terms (2010-12, 2012-14, and 2014-16), the chair has rotated between four faculty members (three co-chairs and one chair). This succession proceeded relatively smoothly, and resulted in resolving or at least making progress in addressing various problems of internal governance. Nonetheless, in Spring 2016 we have barely averted an impasse over finding a successor to the current chair, Zhiqiang Li. As of this writing (August 2016), Zhiqiang Li generously agreed to serve an additional two-year term; while we hope to be able to replace him in 2018, it is still unclear whether anyone will step forward by then.

The department "appears to lack adequate procedures to determine whether it is meeting its instructional goals and to determine or refine curricular content" and "standards of assessment for student outcomes are unclear".

The recent initiatives to restore regular assessment, prompted by the university's drive to develop a data set in preparation for the WASC reviewers' site visit slated for 2018, have addressed this to some extent. More details on our recent efforts can be found under the sections for individual programs below.

The consequences of the recent proliferation of international and interdisciplinary programs have "been brutal on French and Spanish". Faculty have attempted to make languages more visible but this takes them outside the department. This has some disadvantages including 1) the appearance that faculty can "walk away" from their department and create new programs; 2) a

loss of collegiality, belonging, and homogeneity; 3) faculty being spread “too thin”; and 4) a lack of upper division courses.

Since 2010, the number of majors in French, Japanese, and Spanish has either remained static or declined even further. Whether this trend can be attributed to the rise of competitors such as International Studies is unclear, as we are seeing a decline in majors across most of the humanities. In any case, enrollments in some of our language and culture courses have actually benefited from the spillover from International Studies, since its students are required to fulfill both a regional minor and a language requirement of four semesters in French, German, and Spanish, and three in Asian and other languages.

The department should work in cooperation with other departments in the College to develop courses on the model of “Languages across the Curriculum”.

As noted in the Spanish section below, some progress has been made with the development of a course in Spanish offered through Theology and Religious Studies. Beyond the College, discussions have taken place recently with the School of Nursing and Health Professions and the School of Management over the possibility of discipline-specific language offerings. We hope that the university will support this endeavor by initially allowing classes with lower enrollments to run as we attempt to build the program and attract majors and minors throughout the USF community to our department. An Introduction to Linguistics course was developed and approved for Core E Social Sciences credit in 2013, but it has yet to catch the attention of students, including language majors and minors, who have an interest in language. A minor program in Linguistics has been under discussion among colleagues within and outside the Department.

The department should regularly hold informal teaching workshops among faculty and have sessions in which students can present their work.

Since 2011 teaching workshops have been held once or twice a year, with considerable success. At the department level, we host a pedagogy workshop at the beginning of the fall semester. For example, we invited ACTFL certified trainers to introduce standards in speaking and writing. We also held workshops on the implementation of ACTFL “can-do” statements. This year, we invited two outside speakers to present at the workshop entitled “Workshop on Standards, Assessment and Foreign Language Education”. The Language and Culture Center (LCC) committee has also organized technology workshops on use of technology in language classes. For example, a workshop on “effective ways of using Canvas for teaching foreign languages” was held on May 1, 2015. Two colleagues presented: one on multimedia projects on Canvas and the other on hybrid instruction. While we have yet to offer online courses, the Spanish Studies program has already implemented hybrid courses at the first-year level.

Language instructors should regularly visit each other’s classes for mutual improvement and support.

In the major and minor languages (Chinese, French, German, Japanese, and Spanish), this takes place on a regular basis.

The department should re-structure the tutoring program so that tutors are trained, supervised, visited, and reviewed. The pay for tutoring jobs needs to be competitive enough to attract good students.

An outside review of the tutoring program was conducted in April 2013, led by the associate director of the Stanford Language Center with the assistance of one of her colleagues. Their report is attached (Appendix V:3). Based partly on its recommendations, and also on our own desire for greater flexibility and autonomy within programs, we embarked on several experiments, with some programs (such as Chinese) opting for a more individualized system, and others retaining the program more or less intact. Some, like Italian and German, replaced it with an instructor-led tutorial system that follows the same model, but with language faculty teaching all sessions. As of this writing however German has returned to the original model of student tutors. Particularly in some of the smaller languages, finding qualified student tutors has been difficult.

Ideas for Future Growth and Improvement Based on Other Recommendations by the 2010 Program Review

Create More Visibility for Languages on Campus

Our annual language fair (begun in 2013), held in October, showcases each of the language programs. At the individual language booths faculty and students answer questions, and distribute descriptions of our curricula, information on study abroad opportunities, and sometimes give musical or other performances, as well. Another example of our efforts to promote visibility is the Christmas Carols Celebration (held in December 2014 and 2015), which is a Christmas musical event at which each language offered at USF performs a Christmas carol. The event is intended to bring faculty and students across the campus together, in a celebration that highlights cultural and linguistic traditions intrinsic to the regions we study.

Establish Language Tables

Spanish, Japanese, and other languages have done so. Spanish and French hold weekly conversation tables; Japanese and Chinese have done so intermittently. Our main objective in creating these types of exchanges is to provide an opportunity for students, faculty and staff to practice their language skills in an informal and friendly environment. Over the years we have made a point of meeting in several locations across campus; for the last year or so, we are getting together in the Kalmanovitz Lounge (KA 183), a space that is particularly conducive to casual conversations and a welcoming atmosphere. We now advertise these conversation tables on the USF calendar, on our MCL Facebook page and we also make use of electronic signage around campus to remind students of the dates and times for these exchanges.

Establish Workshops and Outreach to Local High Schools

This is a desideratum but thus far little has been done. However, It is indeed our long-term goal to become the hub of foreign language education in the city of San Francisco by reaching out to local high schools. One issue facing many college-level language programs is the so-called "articulation" problem, which means that language programs in high schools are not as well-structured as college-level programs and generally lack rigorousness. For example, we have found, based on our placement test results, that one year of study in high school corresponds roughly to one semester in college. We believe that we could provide guidance to local high schools trying to optimize the results of their foreign language programs. Many of our faculty members are experts with national or even international reputations, and therefore we can provide the much-needed training and guidance to high school language teachers.

Student Chartered and Led Language Clubs

Several such clubs are currently in existence: the Japan Club, two Chinese student clubs, and a French, German, Italian, and Spanish club, respectively. All have been very active in holding cultural events, with heavy faculty participation. Some clubs are small, but the events they put on have attracted large turnouts, for example, the Kimono event by the Japan Club. One of the Chinese clubs, Chinese Students and Scholars Association (CASS), of which Prof. Zhiqiang Li has been the faculty advisor, has several hundred members. Its key event is the Chinese New Year Gala.

National Honor Society Memberships

Phi Sigma Iota, the honor society for foreign language students, has been active on campus periodically during the past years. Pi Delta Phi, the National French Honor Society is available to students and holds an initiation ceremony for new members every year. Nu Tau, USF's chapter of Sigma Delta Pi, the National Hispanic honor society, has been regularly holding initiation events for new members. After Prof. Martha Schaffer retired in 2015, Prof. Nadina Olmedo has become the faculty advisor. The requirements for members can be found on the websites of these honor societies.

Film Festivals

As described in the Spanish section below, Spanish Studies has held a variety of film screenings and other related cultural events. For example, in the last two years the program has highlighted Hispanic filmmakers working within the horror genre as part of a Halloween celebration on campus, and these evenings have been both well attended and great fun. Japanese has organized "film nights" in conjunction with culture courses, and French has done so, as well.

Residential Options for Language Learners

We discussed such an option with a former Associate Dean (Novak) around 2011, but it was deemed unfeasible by the student housing office. We have not pursued this idea since then. With appropriate support from the dean's office, we would be willing to work with housing to implement it in the future.

Plans for the Future

The following is a list of concrete measures under discussion by the faculty:

- A change of title for the MCL that reflects our mission, the goals and objectives common to our majors and minors, as well as the languages we offer. One suggestion is the Department of International Languages and Cultures.
- Reducing the number of less taught languages offered under MCL so as to reduce the number of low-enrolled language courses, last minute cancellations and independent studies offered each semester, the latter of which do not provide ideal conditions for language acquisition and communication. This step would conceivably consolidate and increase enrollments and course offerings in the existing language majors and minors.
- Restructure selected linguistics, literature and culture courses offered by faculty in the majors, minor languages, and the CMPL program (taught in English) to build a common set of Core courses for our MCL majors and minors. This would imply the creation of an MCL acronym as host (or a new host based on the new department title whatever it may be).
- Developing a common core at the introductory level under the MCL department host will give students the opportunity to be exposed to the subjects of linguistics, culture and literature more globally, enabling them to learn about different regions of the world and cultural and linguistic identities/differences. Such core foundation would concurrently promote and facilitate student's foreign language study as well as create interactions among them and the faculty beyond the scope of a single language program. MCL having its own Core across languages, cultures, and literatures would increase its visibility, and promote the core values and mission of its department and faculty.
- Offering MA degrees (e.g., Spanish Studies is exploring the idea of an M.A. in Transatlantic Studies; an MA in translation studies may also be possible). More discussions will need to happen in order to flesh out these ideas so that as a department we will be able to focus on one or two key initiatives to work on.
- Collaboration with other schools in the university, such as a partnership with the School of Management (SOM) for a minor in Business, Language and Cultures, is already in the works; a number of conversations with faculty from SOM have taken place and two student focus groups, from Spanish Studies and French Studies, have been conducted to gauge potential student interest. A major in this area should be considered,

too. Additionally, some form of collaboration with the Nursing School seems an obvious option going forward, though unfortunately the tight arrangement of their curriculum makes any attempt for such academic partnership much more difficult.

- Development of internship courses/opportunities for the different languages we offer. In an effort to strengthen our program and bring our students closer to the Bay Area community that offers so many career opportunities for our graduates, we must develop opportunities for a wide range of internships that can also only be helpful in growing our program and influence.
- Building a more equitable structure for faculty employment and engagement. FT and PT faculty belong to different unions. Almost everything we do as faculty is stipulated and regulated in the respective CBAs. The strict division between FT and PT faculty - their rights, responsibilities, and recognition - disenfranchises PT faculty and undermines their sense of self-worth, responsibility, and initiative on one hand; on the other hand, it overburdens FT faculty with organizational duties, curricular planning, and many other tasks.
- Oral Proficiency Interview (OPI) Tester certification for all language instructors, but especially FT faculty, should be encouraged and expected. The OPI is a standardized, global assessment of functional speaking ability. Taking the form of a conversation between the tester and test-taker, the test measures how well a person speaks a language by assessing their performance of a range of language tasks against specified criteria. At least one mandatory 8-hour OPI workshop should be required for all faculty that have not attended previous workshops (including all literature and language faculty, full- and part-time). Moreover, language courses should be redesigned with ACTFL learning objectives in mind, as well as taking into account the number of contact hours we have.
- All coordinators and “lonely language” instructors should be encouraged to attend ACTFL conventions on a regular basis. Thanks to funding from the Faculty Development Fund (FDF) for FT faculty and Teaching Development Fund (TDF) for PT faculty, our colleagues can attend ACTFL conventions even without presenting. In the past three conventions, there have been 5-10 colleagues attending each year. Some were presenting; some were not.

In addition, the following have also been proposed as goals or projects worthy of longer-term discussion and possible implementation:

- We encourage all language instructors to receive training in Second Language Acquisition (SLA) and foreign language pedagogy. As a department, we will continue to provide workshops in the relevant areas.
- We would like all language programs to create proficiency-based curricula that are aligned with the ACTFL language learning objectives and specific assessment plans

while allow each program to decide what would be the best way to delivery its curriculum. Some ideas to be explored include flipping classrooms.

- We will continue to promote teaching effectiveness among both FT and PT faculty by exploring innovative and low-stake observation methods.
- We also desire better collaboration and communication with the Center for Global Education and to explore opportunities to partner with extramural organizations for volunteering or service learning. MCL should organize class visits from study abroad returnees every semester for all language classes. We might create a community liaison position, which would be responsible for finding volunteer/service language opportunities with local communities and for project-based learning.
- Given the fact that it takes much longer time to acquire a more difficult language (as defined by the Defense Language Institute scale), we are hoping to lower the cap of enrollment of Category III and IV languages to 15; while lowering the cap for languages in Category I and II is also desirable, 22 is a more reasonable number for those languages.
- Reimagine our major's curriculum: we have been focusing on language and culture. We probably want to rethink what we can do to make our students more competitive on the job market. For example, we can look at the curriculum of International Studies majors and see if we can strengthen our curriculum in area studies. Our majors are not confined to studying language alone; rather as our names imply (Spanish Studies, French Studies etc) we offer a range of skills, knowledge, and perspectives.
- The size of the department has made it administratively a huge challenge for the department. One idea for dealing with this is to split the department into two, and join Asian Studies with Asian Languages to better utilize the existing resources in broadly Asia-related research and teaching on campus.

French Studies

Mission Statement

Inspired by the Statement of Mission of the University of San Francisco, a Jesuit and Catholic university, the department of Modern and Classical Languages states as its essential objective to "offer students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." The department promotes language acquisition for academic and professional needs and promotes the multidisciplinary study of cultures and societies within our increasingly multicultural communities in order to foster sensitivity and openness to be of service to others.

The objective of the French Studies major is to provide oral and written competence in the language and a solid background in the literature and culture of the countries of the French-speaking world.

Program Description and History

The French Studies program offers a major, a minor, and an advanced certificate (see Appendix I:2 for course requirements). 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, and more recently, with Intensive French 100). However, the majority of students who declare a major or a minor have studied French in high school, and place at the intermediate 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 the 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 French and 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 the major and minor 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, with the implementation of Francophone literatures and cultures courses parallel to our offerings of traditional French literature and culture courses. In 2007 a French Culture and Civilization course was also developed as non-literature course to ease 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 remains central to upper-division courses. We believe literature provides the richest material for intellectual challenges, thought provoking ideas, and critical analyses, all learning goals and experiences that are core to the French Studies major and minor. Our French program has been conceived in reference to programs at other institutions. Jesuit universities such as Loyola Marymount, Santa Clara University, and Seattle University have comparable offerings regarding the upper division curriculum. Following the last review's recommendations, our department has renamed our upper division courses to address a broader constituency with more interdisciplinary interests. For example, "Seventeenth- and Eighteenth-century French Literature" is called now "Le bon sens et la folie" to attract students who might be proficient in French but whose major might be psychology, politics, or philosophy. To indicate that the courses are taught in French, the titles are in French. By opening the courses to the broader student population, we address a certain crisis many universities across the nation experience regarding the recruitment of majors. Santa Clara and Loyola Marymount keep more traditional labels for the comparable content courses. Research universities usually offer foreign language courses 5 days a week, thereby providing more classroom time to prepare students for minors and majors in a given language.

Statistics: Major/Minor/Advanced Certificate

Since the last program review in 2011, we have had 15 majors and 36 minors graduate our program, with 4 students completing the advanced certificate.

	2011	2012	2013	2014	2015	2016
Majors	3	3	7	0	2	0
Minors	4	5	7	4	7	9
Certificates	0	2	0	0	0	2

French Writing Center

Although the previous reviewers praised the French Writing Center, unfortunately our low number of majors forced us to close the Center in 2014. The Faculty has remained divided as to the role of the French Writing Center. Some, in particular those who had founded and staffed it insist on keeping the center. The major objection, shared by the majority of instructors, is this center—whether intentionally or not—functioned as an independent course. The adjunct instructor, who directed the center, required that students sign up for consultation with her as a mandatory feature of the program. Thus, the teacher of the class in which students were enrolled gave only the writing topic, losing the control over the output of her or his students because even the grading was done by the Writing Center instructor. In addition to smaller numbers of majors, the unpopularity of the center among instructors whose students were coached in the center led to its closure.

Peer Conversation Tutoring Program

Currently, we are re-evaluating the merits of our Conversation Tutoring program, as we have struggled to maintain the quality of a student volunteer workforce. It is very difficult to insure a

stable functioning of the program as student tutors change every semester. The recruitment of native student speakers and an adequate oversight of their tutoring represent a challenge that causes undue hardship to the program directors. They need to spend a third of the semester trying to make it work at a barely acceptable level. It is not clear to some of us why this program continues to be maintained in its present form. It works well for the Chinese program where graduate students are employed. An online option or, like in Italian, the employment of language instructors themselves to do tutoring might remedy some of these problems. However, the feasibility of this for French is questionable, considering that employing faculty as conversation leaders would be hindered by the cost, instructor availability, and the classroom situation: the French section would require additional twenty classrooms, and enough instructors available to staff these sections who would be paid at a much higher rate than peer tutors.

Recommendations of the 2010 Program Review:

1. Improve coordination, consultation, and cooperation among faculty members.
2. Develop transitional courses at the 200-level taught in French.
3. Better sequencing, and renumbering of courses at the 200-300-and 400 levels.
4. Regularity in the offerings of attractive content courses taught in French and within the department to better serve the French majors and minors; a capstone experience for graduating seniors.
5. Re-naming courses to make them less discouraging (i.e., French Literature I and II, or Introduction to Textual Analysis may sound overly difficult to potential majors or minors).

Responses to 2010 Recommendations:

- In response to recommendations made in 2010 (especially # 2, #3, & #5 above) the French Program modified the content of many courses and introduced several new courses, as follows:
- FREN 100: Intensive French (8 units, new course). This new course meets 3 times a week but for twice as long as a regular class to simulate French immersion and accelerate language acquisition. It enables students to reach the intermediate level (201) after completion of just one semester of French. Like First Year Seminars, the course is capped at 16 and receives a small stipend to support extra-curricular activities. By advancing faster, students have a greater incentive to consider pursuing a minor or a major. Conversely, this course also serves those students who delay taking their first language requirement course until their junior or senior year.
- FREN 255: “Diplomatie sans Frontières”, (4 units) replaced the more traditional “Le Français des affaires,” offered at the 300 level, to reflect today’s global economy, and

current issues of social justice.

- FREN 265: “Les Enfants Terribles”, (4 units, new course), a culture course that introduces students to contemporary French culture and colloquial French through the prism of French rebellious figures.
- FREN 275, “Cultures de France,” (4 units) replaced “French Culture and Civilization” and was renumbered at the 200-level. “Cultures de France” focuses on contemporary French society to reflect cultural changes, while the former French Culture and Civilization surveyed major historical and political events from the Middle Ages to modern times (roughly the Fourth Republic).
- FREN 312: “Finesses de la Langue” (2 units, new course) aims at inculcating grammatical sophistication, to improve reading and writing skills. This course is offered in support of, and in tandem with, one other French upper-division course, and can be repeated. While it is primarily a grammar review course, it provides support with reading and writing in connection to material studied in another French upper-division course. “Finesses de la Langue” replaced “Advanced Grammar and Composition” a 4-unit traditional advanced grammar course required upon completion of Fourth Semester French (202).
- Faculty have an on-going discussion about re-numbering 312 as 312A and 312B or adding “Finesses de la Langue” 313 or (2-units each) as incentive for students to repeat the course while taking a literature and culture course concurrently. This “structural” 2-unit course has proven to be invaluable to students who would resent taking a traditional 4 unit grammar course, but benefit from an “add-on 2-unit course” concurrently to enrollment in upper-division literature and culture courses.
- FREN 315, “Paris: Biographie d’une ville,” (4 units, new course), is a literature and culture course that concentrates on Paris as the former cultural and diplomatic “capital of the world,” retracing its rich historical heritage and strong intellectual and cultural legacy.
- FREN 320: “Le Plaisir du Texte”, 4 units (formerly entitled “Introduction to Textual Analysis”) is an introduction to reading and analysis literary texts, structured by genres for methodological purposes: poems, plays, and novels.
- FREN 322: “Le Bon Sens et la Folie,” 4 units (formerly entitled “French Literature I”) is an introduction to the literature and culture of the 17th and 18th Centuries.
- FREN 324: “Guerre et Paix,” 4 units (formerly entitled “Introduction to French Literature II”) is an introduction to the literature and culture of the 19th and 20th Centuries.
- FREN 330: “Rencontres: L’Afrique Francophone” (formerly entitled “Francophone Literature I”) introduces students to a range of African Francophone texts while exploring definitions of the word “Francophone” and variations of French that have evolved in

Africa.

- FREN 332: “Rencontres: Le monde Francophone” (formerly entitled “Francophone Literature II”) studies the evolution of French as well as literary and cultural texts from the French-speaking world (excluding Africa).
- FREN 340: French Cinema and Literature is a comprehensive history of French cinema and literature from the mid-nineteenth century to the present: from early photography to the invention of the cinematograph by the Lumière brothers to the film movements that influenced both the production of literary texts and the discipline of film studies. Taught in English.
- FREN 440: “Special Topics Seminar.” 440 is an umbrella number for senior-level seminars offered on different topics relevant to French literature. FREN 440 includes “Images du Féminin,” a seminar on major French women writers, inclusive of male perceptions of women in literature.
- FREN 450 “Special Topics Seminar” is an umbrella number for senior-level seminars offered on different topics relevant to Francophone Literature. FREN 450 includes, for example, “L’Algérie française, la France algérienne.”

In response to recommendations #2, #3, and #4:

Per the recommendations of the 2010 external reviewers, 200-level transition courses were added, and 300-level courses were created or re-named to reflect the changing times and our students’ needs. New or restructured 300-level courses better reflect the political, historical and societal contexts relevant to a specific time period and/or region of the world.

400 level-seminars (440 and 450) concentrate on special topics or themes or a variety of subject matter for more in-depth knowledge and understanding of French and Francophone literatures and cultures. 400-level seminars introduce special topics often developed by the faculty’s main research interest or specialty. (See course descriptions below).

In response to recommendation #1 (improve coordination, consultation, and cooperation among faculty members):

Several initiatives have been taken, the most recent one under Zhiqiang Li’s chairmanship, who advocated for and was granted a retitling of the position of program coordinator to Program Director (Fall 2015). The primary goal of this adjustment is to improve support of the Program Director’s initiatives and responsibilities with regard to issues of coordination and governance. The program director is required to show more initiative regarding the course offerings, the organization of the events in the department,

and the evaluation of adjunct instructors. Previously, the role of the coordinator was limited to class scheduling. The role of a director is still in the process of being defined given that USF's Faculty Association needs to assist the chair and the dean with bylaws regarding the authority of directors.

For example, in order to stimulate more collaboration, the Director is working to initiate and enforce attendance at regularly scheduled meetings of instructors who teach multiple sections at each level of language course, so they can share teaching methodologies, streamline their use of campus-wide course technology (Canvas), and prepare similar or common exams for assessment purposes as per the PLOs.

In spite of curriculum changes to address the transition between lower and upper division, which includes FT faculty being assigned to teach lower-division language courses, and conversely, recruiting PT faculty to teach 200-level courses, (in one instance, one PT faculty was promoted to teach a 200-level course of her own creation), the division between FT and PT faculty needs to be improved.

The Program Director often resorts to holding multiple meetings because of scheduling conflicts. Compensation issues for PT faculty meetings are often the source of discontent on both sides. Email communications have also proven to be a source of difficulty, which further encourages the reversion to the *status quo*.

Initiatives to be promoted include:

Anne Mairesse proposed to initiate a “presentation talk” to be hosted once a semester in a French class to foster collegiality among instructors, but also inform students about the French program, its faculty, and their research. Other French courses offered concurrently (same day/time), and their instructors would be able to join as well. Each semester two or more French courses are offered at the same day/time. This event can potentially bring together three or more instructors, and 66 or more students. This can help promote the visibility of the French program, improve collegiality among faculty, and create interactions for students to bridge the gap between lower and upper-division. This initiative has remained at the level of ideas. It has not taken off yet.

A weekly French Ciné-club was inaugurated at the library in Spring 2016 in coordination with the offering of FREN 340: French Cinema and Literature.

As Faculty Advisor to the French club, Anne Mairesse hopes to reinstate weekly conversation tables involving more PT faculty members and their students.

Karen Bouwer initiated the French Studies Alumni Facebook group as well as the USF Chapter of the French Honor Society Alpha Delta Pi. The USF French Studies Alumni group has 83 members of whom 67 are French Studies alumni. Recent students seem less likely to have Facebook accounts but the group has nevertheless been helpful in, for example, soliciting former students to submit testimonies about their experiences at USF on the French Studies web site. Thirty-seven students (regular and honorary memberships) have been initiated into the French

Honors Society since its inception in Spring 2012. Moreover, she works with a benefactor who sponsors interest in a study of the Southern region of France, Béarn, and its connection to the Bay Area community. This collaboration has already resulted in three scholarly talks open to the general public: The History of the French (November 2012), Splendide Californie (April 2014), and Living with the Enemy in Bearn: Resistance and Collaboration 1940-1944 (March 2016).

Matthew Motyka has reorganized the French Studies website, which now includes testimonials from former and current majors: <https://www.usfca.edu/arts-sciences/undergraduate-programs/modern-classical-languages/french-studies>

Among the cultural activities proposed for the lower division classes is for students to be encouraged to sit in on one session of an upper division class. For the moment, some instructors have taken up this idea, and we are considering making it a requirement for all lower-division students to attend one upper division class.

The program awards the annual scholarship for a French major/minor intending to study in France. The Lafayette scholarship is made possible by a gift from a donor.

- Also in response to recommendations #4 and #5:

Due largely to the small number of majors, the recommendation of an honors thesis for graduating seniors has not been pursued or implemented.

The regularity of upper-division offerings has not been respected or consistent because of class cancellations due to low enrollments. The minimal size of a French upper division class is 12 students. However, the administration has allowed classes with 7 students. Nevertheless, lately, because of the general enrollment crisis at the university, we had fewer than 7 students in some courses, all of which had to be cancelled. This situation has prompted some students to abandon the French major (often as their second major) in order to finish their undergraduate studies in time.

It is important to note that the implementation of 200-level courses constitute another layer of courses, which may further delay and impede the offerings of higher level courses: instead of offering a 300-level course and a 400-level course together, in more than one case we erred on the side of caution by offering one 200-level course and one 300-level course to secure more enrollments.

Advising

Advising is a crucial strategy in bringing students to our upper-division courses. Each full time instructor has a number of assigned advisees with whom she or he remains in regular contact, particularly before the enrollment for the upcoming semester begins. Each major or minor has a worksheet with a list of the courses that she or he needs to complete in order to satisfy the degree's requirements. Moreover, full-time instructors assist students in choosing one of the options for study abroad and also grant equivalency for the courses taken abroad.

Program Learning Outcomes (PLOs)

Students will:

1. Demonstrate the ability to communicate clearly and effectively in French, both in written and oral discourse.
2. Demonstrate basic knowledge and understanding of the literature, language and culture of the French speaking world.
3. Demonstrate the critical ability to analyze the ideas and formal features of an integrated body of texts authored in French.
4. Respond in discussion and reflective writing to issues of injustice, discrimination, and inequality while keeping in mind a critical historical perspective.

Assessment Plan for 2015-2016

Fall 2015: Plan assessment activities for Spring 2016

Spring 2016: 1. Review PLOs

2. Complete curriculum map, due July 1, 2016.

3. Evaluate PLO 1 in FREN 315 Paris: Biographie d'une ville

4. Review data collected and write up assessment plan.

FRENCH STUDIES ASSESSMENT PLO 1 – SPRING 2016

Professor: Motyka

Course: FREN 315, Paris: Biographie d'une ville

Students: 11

PLO: 1. Demonstrate the ability to communicate clearly and effectively in French, both in written and oral discourse.

In Spring 2016, we will conduct pre- and post-testing to assess the gains in writing and speaking (PLO 1) made by students completing French 315, "Paris: Biographie d'une ville." We will administer the ACTFL (American Council on the Teaching of Foreign Languages) Assessment of Performance toward Proficiency in Languages (AAPPL) test once during the third (pre-) and once during the 15th week (post-). This test measures gains in Interpersonal Listening and Speaking, Presentational Writing, and Interpretive Reading and Listening from the Novice-Low to the Advanced-Low levels of the ACTFL Performance Scale. See Appendix I: 1 for detailed rubrics and score descriptions.

Faculty

Faculty Workload and the Curriculum

Right now, the number of faculty in the French studies program – 4 full time and 7 adjuncts -- is adequate considering the small number of French majors (#) and minors (#). Nevertheless, we are not offering the breadth of courses 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, Poland, 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, a Jesuit Institution.

Course assignments are always driven by the program's needs, faculty preferences, and areas of expertise. Since there are only four of us, 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. This custom has been in place for many years to honor the length of the commitment of the adjunct faculty to the department. It has not been strictly mandated by any bylaws.

Brief Full-time Faculty Biographies

Ahmed Bangura has published articles and translations in the area of African literature and 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. Her book *Gender and Decolonization in the Congo: The Legacy of Patrice Lumumba* was published by Palgrave Macmillan in 2010. Professor Bouwer teaches courses in Francophone Literature; 400 level seminars (Carte d'Identité/Mapping Identity; Migrations; French and Francophone Women Writers; French Algeria, Algerian France); A Season in the Congo and French Culture through Cuisine (First Year Seminars); Africa Films Africa; a.k.a. Africa: Mapping African Identity through Literature and Film (fulfilling core requirements) and has also taught Introduction to 17th and 18th Century French Literature and Diplomatie sans frontières. She was co-chair of MCL from Fall 2010 to Spring 2014. In the past she has co-chaired the African Studies Program and worked on the Global Women's Rights Forum. 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 a member of the Global Humanities Project Steering Committee. She served as review editor for sub-Saharan Africa for *Nouvelles Études Francophones*, the official publication of the Conseil International d'Études Francophones from Fall 2009 to Spring 2013.

Anne Mairesse published *Figures de Valéry* at l'Harmattan, and has published extensively on 19th/20th century French poetry and art (Mallarmé, Valéry, Degas, Duchamp) and contemporary French women poets, playwrights, and novelists (Rouzeau, Quintane, Detambel, Salvayre, Olmi, Sekiguchi, Mouawad). She co-authored several publications on Paul Valéry and Mallarmé; and, she co-edited the proceedings of several poetry conferences including "Other Words" publication of the SF International Poetry festival. Her more recent research focuses on the Human-Animal relation. She co-edited a special issue of l'Esprit Créateur titled "Facing the Animal" (Winter 2011). She co-organized the annual 20th/21st Century French and Francophone Studies International Colloquium held in San Francisco in 2011 and edited Vol. 16.4 of Contemporary French & Francophone Studies: Human-Animal Part 1 (2012). Professor Mairesse has at various times taught most of the current upper-division French courses, including Le Plaisir du Texte, Diplomatie sans frontières, Le Bon sens et la folie (formerly Introduction to 17th and 18th Century French Literature; Guerre et Paix, Introduction to 19th and 20th Century French Literature, and 400-level seminars (19th Century French literature; 20th Century French literature; Representations of the Feminine; Condition of Love, and French Cinema and Literature [a core Literature course taught in English]). She also teaches Core Literature and Cultural Diversity courses in Comparative literature and culture, including those offered in the First-Year Seminar and TYS (Transfer Year Seminar) programs: these are "The Beauty of the Beast" and Animal Encounters in Literature; Introduction to Comparative Studies: "*Cultures in Conflict*"; and the Senior CMPL Seminar, "Political Fictions". She is Director of the Comparative Literature and Culture program, which she created in 2004. USF is the only Jesuit University offering a Comparative Literature and Culture major and minor in the United States.

Matthew Motyka S.J. has published articles in the field of early modern Romance literatures as well as in applied linguistics. More recently in his research he tries to explore the intersection between spirituality and second language acquisition. This is reflected in his forthcoming book to be published by the University Press of America/Hamilton Books, *From Many Tongues to the Word*. In this autobiographical approach to life in multiple languages, the book shows that living multilingualism and multiculturalism carries a transforming spiritual force. The article co-authored with Timothy Wolcott, an adjunct instructor in the USF's French program, "Study Abroad as a Context for Spiritual Development: Case studies of undergraduates in France" is to

be published in the Winter 2017 issue of *Apples-Journal of Applied Language Studies*, based in Helsinki. Matthew Motyka is currently the director of the French Studies program and the coordinator of the Italian program. In those functions he supervises the choice of the textbooks for the lower division and coordinates the teaching schedule. He teaches both lower division courses in French and Italian and upper division courses in French. His upper division courses are French 312, *Finesses de la langue*, an advanced review of grammar; French 315, *Paris: Biographie d'une ville*, focusing on culture and literature within the region of Paris; and French 322, *Le bon sens et la folie*, a literary survey of the seventeenth and eighteenth centuries.

At present, there are seven adjunct faculty members who teach lower-division language courses (101, 102, 201 and 202). More recently two adjunct faculty members have been assigned to teach 200-level courses. Teaching assignments are based on rotation and seniority, which is also linked to rank. The adjunct faculty members are Christine Berry, Gaëlle Corvaisier, Aurélie Dargent, Béatrice Hallier, Annabel Lee, Ariel Shannon, and Tim Wolcott. Full CV's of the adjunct faculty will be available for consultation in the External Reviewers Team Room during their onsite visit.

Relationship with Other Departments and Programs

Full-time Faculty members in the French program contribute to other programs. All courses are taught in French Studies with the exception of Arabic.

African Studies

Ahmed Bangura: Courses he teaches in Arabic and African literature count toward the African Studies Minor.

Karen Bouwer: Courses she teaches in English in African literature and film count towards the African Studies minor and Core C1 (FREN 195, FREN 260) and Cultural Diversity (FREN 195, FREN 250, FREN 260). FREN 330, taught in French, can also count toward the African Studies minor. She has also served as co-coordinator of the minor and is currently replacing Heather Hoag as coordinator during her sabbatical.

European Studies

Anne Mairesse: FREN 340 counts as an elective

Matthew Motyka: Several of his courses count as electives (FREN 315, FREN 322, FREN 324)

Film Studies

Karen Bouwer: FREN 250 counts as an elective

Anne Mairesse: FREN 340 counts as an elective

Middle Eastern Studies

Ahmed Bangura: Courses he teaches in Arabic contribute to the Middle Eastern Studies program.

Recruitment and Development

By teaching or through other activity in non-MCL programs, full-time faculty members 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 the CMPL major and their senior thesis, based on the literature and culture of their foreign language of choice, and/or a French or Francophone country. When CMPL majors choose French as their foreign language, they are encouraged to declare a French minor. The higher level of foreign language (fourth and fifth semester) required of CMPL major and minor becomes an incentive to pursue a minor for which they only need three additional courses.

Following previous recommendations made to bridge the gap between lower-division language and upper-division literature and culture courses, we introduced three 200-level culture courses on special topics: “Cultures de France”, “Les Enfants terribles”, and “Diplomatie sans frontières”. However, low enrollments have made it difficult or even impossible to regularly offer one 200-level course concurrent to either a 300-level course or a 400-level seminar. This has often been the source of difficult situations for faculty who are reassigned to a new schedule due to class cancellation. In addition, faculty have to accommodate students of disparate levels which presents additional burdens for students, who feel either under-challenged or intimidated by their peers.

Freshman seminars on French and Francophone culture taught in English which were created to increase our visibility, familiarize students with our program, and contribute to recruiting students into the major and minor early in their student’s career have not been as fruitful as expected. More often than not, students may choose French as their foreign language requirement but have not declared a major.

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 fewer 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, Chinese, Vietnamese, European, Filipino, Latino, and Pakistani-American students.

Program Plans for the Future

- Goals for the Major: develop strategies for recruitment and for strengthening ties with other interdisciplinary programs including the Comparative Literature and Culture program, the African Studies and the European Studies 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. Maybe develop a strategic plan to gain responsibilities and influence in the development of study abroad programs with internships.
- Talk to other likely programs and advisors about the desirability of a language major in conjunction with theirs, especially for students aiming for graduate school, but also international employment.
- Working in partnership with the School of Management, contribute to the formation of an International Business minor, specifically by creating and staffing a course in *French Language, Business, & Culture*. To accomplish this goal we need to create a tighter collaboration with the School of Management. The course we want to offer should be counted for the degree in business and for our degree in French as well. For the time being, this has been the major obstacle: there has been some resistance to accept a course housed in our department as a genuine business course. We already have a faculty member who has the qualification for Culture and business taught in French (Isabelle Leascent-Giles, School of Management).

Japanese Studies

Mission Statement

As stated in the Departmental mission, the Japanese Studies Program aims to give students “the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others”. In that spirit, the Japanese Studies curriculum strives to impart Japanese language proficiency to the intermediate/advanced level, within a rich cultural context including Japanese linguistics and Japan's history, literature, art, religion, social relations, and distinctive regional characteristics.

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. Our Japanese Studies Program takes advantage of those local resources. For example, local availability of calligraphy supplies is crucial for the program's popular course, 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 of Northern California (JAANC) 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. Our JS courses integrate various field trips into the course curricula to optimize such opportunities as well.

- The Japanese Studies (hereafter JS) Program offers a substantial 4-year language curriculum, including lower-division, first- and second-year Japanese courses (101, 102, 201, 202) and upper-division, third- and fourth-year Japanese courses (301, 302, 401, 402). The curriculum follows the ACTFL proficiency guidelines and incorporates ACTFL 5 C's as well. The lower-division courses aim to develop language proficiency from the Novice to Intermediate-Low levels and to instill basic grammatical patterns and simple communication skills in speaking and writing (textbook: *Genki*). The upper-division courses implement an innovative method of content-based instruction (CBI) and explore the histories and cultures of the various regions of Japan in authentic Japanese language (textbook: *Michi*). They aim to develop learners' cultural knowledge as well as Intermediate/Advanced level Japanese proficiency. The upper-division courses also integrate *ROBO-SENSEI* (educational software package), which employs natural language processing technology and provides extensive sentence-production exercises and detailed feedback. The Japanese language courses are taught by experienced, language pedagogy experts. The instructors maintain close relationships with students, including mid-semester individual conferences, extended office hours, and conversation tables.
- Besides the Japanese language courses, the JS Program offers a variety of Japanese Studies courses, covering Japanese culture, literature, linguistics, art, history, and religion. That makes it possible for students to be engaged in academic study about Japan from different angles and to deepen their understanding and knowledge about Japan.
- 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 the USF Japan Club sponsor a wide range of stimulating cultural events for students, staff, and faculty in the USF community, many of which would be difficult to attend even in Japan. The events include public demonstrations of Kimono wearing, the Tea Ceremony, Koryu flower arrangement, Naginata and Kenpo swordsmanship, Noh theater, Bizen pottery, Kodou Incense, Haiku poetry, Shakuhachi flute, calligraphy, and so forth.
- Besides the cultural events, the JS Program holds two annual get-together parties for majors and minors (about 50 students) and the JS faculty. The first gathering is a welcome party in the fall, in which the major and minor students introduce one another and receive special USF Japanese Studies t-shirts. A few students present their study abroad experiences, a JET (Japan Exchange and Teaching Programme) participant talks about his/her experience in Japan, and everyone enjoys sushi and fellowship. The second gathering is a Japanese Studies graduation party in the spring, in which the JS Major graduates receive a USF Japanese Studies graduation sash and say a few words in

Japanese to their juniors, and the JS majors, minors, and faculty, and enjoy Japanese food and conversations together.

2010 External Reviewers' Program-Specific Comments and Our Responses

The reviewers' recommendations are in italics below.

1. *The Japanese language program is strong at the lower and intermediate levels. We [the reviewers] recommend the program now look toward strengthening advanced levels with the addition of upper-level courses designed for students returning from study in Japan. If the program is to be on par with top-tier institutions, the University should forego minimum enrollment levels for advanced courses.*

Prior to 2012, we offered Japanese language courses up to the 3rd-year level (i.e., 101, 102, 201, 202, 301, and 302). Per the reviewers' recommendation, we agreed to develop two 4th-year Japanese language courses (401 and 402) as required courses for Japanese majors and as electives for Japanese minors. The courses were submitted to the curriculum committee and deans, who approved them as requirements for majors effective Fall of 2015. We began to run them in Fall 2014, when existing majors were able to take them as electives. Although the enrollment of 402 has reached seven in Spring 2016, it is not expected to exceed that level for the foreseeable future. Therefore, we request that the administration allow us to offer 4th-year Japanese with a minimum of 5-6 students, to support our majors' successful completion of their requirements.

2. *We [the reviewers] recommend Professor Nagata and Professor Roddy use the opportunity of the review to work on a curricular plan together with the goal of articulating outcomes expected of students in Japanese with regard to both language and cultural knowledge.*

As part of the college assessment project, the Japanese Studies faculty designed program goals and learning outcomes, and has assessed some of the learning outcomes periodically. Based on the assessment results and new course development, we have worked on revising learning outcomes for both language and culture.

3. *In order to enhance and deepen the curriculum, the program should consider a new hire with the ability to teach in Japanese in a discipline other than literature, possibly anthropology, gender studies, or media studies. Whatever the discipline of the new hire, the position should be described to include the expectation of regular language teaching. The addition of a tenure-track colleague would allow Professor Roddy, Professor Nagata, and the new hire to offer a range of courses in the Japanese language, in English and CBI courses.*

No new position has been provided for the Japanese Program so far, but we strongly support such an additional line located within the Japanese program itself, especially one that could contribute to further enriching and strengthening both language as well as cultural areas of the curriculum. Fortunately, we were able to hire Professor Nobuko Takamatsu (Adjunct Professor) to teach the Japanese culture courses and the upper-division Japanese language courses, who has been a great asset for the program. Moreover, a Japanese history expert, Professor Antoni

Ucerler (Associate Professor, Director of the Ricci Institute for Chinese-Western Cultural History) joined USF in Fall 2013. He has taught a history course (Modern Japan) for the undergraduates, and has also offered directed studies for the Japanese Studies minor and major, from which the students greatly benefited. We hope he can continue to teach Japanese history for our undergraduates in the future.

4. *Observation of Japanese language and culture classes indicated a stimulating and challenging learning environment for all students. Genki, the textbook used for Japanese, is grammar-oriented and lacks communication-oriented activities. The instructors can change textbooks if they wish, but it is also possible to develop activities, both for spoken and written modes, to make the content of instruction communicative.*

We agreed to increase the range of classroom communicative activities. Professor Nagata attended a four-day ACTFL (American Council on the Teaching of Foreign Language) OPI (Oral Proficiency Interview) workshop in November 2010, went through the certification program, and obtained an OPI tester certification in December 2011. Professor Kyoko Suda also attended a four-day OPI workshop in summer 2012 and became familiar with the ACTFL Proficiency standards. They have worked together to incorporate proficiency-oriented communicative activities into the language curriculum. The Japanese language course syllabi were modified along with the proficiency-oriented learning outcomes.

5. *For the MCL department in general: CBI (Content Based Instruction) is known to be effective and efficient in teaching the language and content. However, in general, developing CBI courses is rather tricky at the beginning, since instructors tend to emphasize content at the expense of developing language instruction, or vice versa. In order to teach both content and the language in a limited time frame, it is wise to have instructors receive proper training in developing CBI courses and materials.*

In 2010, our 3rd year Japanese courses have already moved toward that idea, but we encountered difficulty to convey CBI with the existing Japanese textbooks. In summer 2012, Professor Nagata started to develop a new content-based, Intermediate/Advanced Japanese textbook, entitled 『*Michi: Nihon o Saguru* “The Path: Exploring Japan.” It explores the histories and cultures of the various regions of Japan in authentic Japanese language. It aims to develop learners’ cultural knowledge as well as intermediate/advanced level Japanese proficiency, incorporating the ACTFL 5 C’s. Her textbook data collection in Japan (photographic images, materials, and interviews) has been supported by the annual USF Faculty Development Funds for more than 5 years. The textbook development was also supported by a Japan Foundation research grant in fall 2013, during which Professor Nagata participated in the Japan Foundation’s Advanced Training Program for Teachers of Japanese at the Japanese Language Institute in Urawa, Japan, and had a wide range of helpful discussions related to the textbook’s development, including teaching philosophy, chapter components, cultural images, exercise materials, and so forth. The Michi textbook has been implemented into the USF upper-division Japanese courses (JAPN 301 since fall 2012, JAPN 302 since spring 2013, JAPN 401 since fall 2014, JAPN 402 since spring 2015). At this upcoming annual ACTFL convention in November 2016, Professor Nagata, Professor Suda, and Professor Takamatsu will present a session to

discuss characteristics of the Michi textbook, their experience using Michi, and key elements for successful CBI.

There is no particular recommendation from the reviewers to create a first year seminar for Japanese Studies. However, the Japanese Studies program had no lower-division content course taught in English. A first year seminar would be a good way to introduce students to Japanese culture early and to motivate them to work on Japanese Studies. Professor Roddy created such a freshman seminar course, Reading Osaka from San Francisco, which was approved by the Curriculum Committee and has been taught since Fall 2011 on a regular basis.

6. *Although the review team did not have a chance to actually see it [Robo-Sensei] in action, we did some research by reading reviews and talking to those who are familiar with the software. From what we have gathered, it [Robo-Sensei] is a splendid program, to which Dr. Nagata devoted her talent and a tremendous amount of time to develop, and it has an excellent reputation among both users and non-users. There are disadvantage[s] in using it as a main text, however: (1) it is grammar-based, and introduces one type of grammatical category at a time, and (2) it does not cover the entire array of “basic Japanese” but concentrates on “difficult” structures.*

It appears that the reviewer mistakenly viewed Robo-Sensei as a main text. Robo-Sensei was conceived, developed, and employed only as a supplementary material, not as the main course text. It was designed to provide practice in sentence production using target grammatical structures and to detailed feedback to learners' grammatical errors, so that students can develop solid grammatical skills in communicative context. We found that Robo-Sensei works better in upper-division courses than lower-division courses (due to the wealth of vocabulary items missing from the Genki textbook). Therefore, it has been integrated into the Michi textbook for the upper-division Japanese language courses, not into the Genki textbook. Of course, Robo-Sensei is still available for instructors who wish to use it in lower-division classes. Prof. Yumi Moriguchi has used it with success in her lower-division courses.

7. *For the MCL department in general: A few students commented on the difficulty in understanding whether courses taken while on study abroad count toward their majors, a sense of confusion which points to a need for better and closer coordination between the department's language program coordinators and the Center for Global Education.*

We have two exchange programs, one with Sophia University in Tokyo and the other with Ritsumeikan University in Kyoto. We possess a chart that relates USF courses to exchange program courses of the corresponding level that guides decisions about credit transfer. Of course, the correspondence is not perfect, but we think it is optimal. Unfortunately, we cannot control the level of language classes at which exchange program universities place our students, so sometimes students are placed at a level already completed at USF (Sophia's Japanese language placement tests tend to be more difficult for USF students) and then their credits cannot be counted toward the foreign language requirements. For Japanese Studies majors and minors, we let them take the next level of Japanese language course at USF after they come back from the study-abroad program, so that they can finish the Japanese Studies language requirements timely for graduation. Also, the Japanese Studies faculty meets the students before they go to

study abroad, to make sure which courses will be counted toward the Japanese Studies major or minor.

8. For the MCL department in general: *Create more visibility on campus through campus wide advertising of courses, cultural events or activities, both online and through posters.*

The Japanese Program has held an unusually large number of high-profile cultural events, described in detail in the 2010 self-study document, but the previous external review committee failed to mention the fact that our small faculty strove to conceive, plan, schedule, organize, and execute such an unprecedented number of high-profile and high-quality cultural events.

9. *Smooth communication among program faculty is always important and we encourage the Japanese faculty to set up a structure for regular discussion.*

Since the Japanese Studies Program undertook language curriculum development based on the ACTFL Proficiency standards, the Japanese language instructors (both full-time and part-time) coordinate in detail to revise mid-term and final exams. Also, our annual events (a welcome party and an year-end party) provide us with an opportunity to socialize and to engage in informal discussions about the program. The adjunct faculty members have busy schedules (including other schools), so it is not easy to set up a meeting everyone can attend without undue hardship, but we will continue to make an effort to facilitate our communication.

Curriculum

General

The Major in Japanese Studies (JS) endeavors to provide a solid, well-rounded grounding in Japanese language, culture, literature, linguistics, art, history, religion, and business with 40 units of required/elective courses covering each of these areas. 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.

The Japanese Studies BA Program started with ten majors in 2004. Within five years after it launched, the program doubled its number of majors. Since then, it has been stable with about 15 to 20 majors, including 4 or 5 graduates every year. The number of JS minors also doubled after the BA program started, and it has been steady at about 25 minors, including around 6 graduates every year. The program has been maintaining solid enrollments for JS courses without any course cancellations.

Undergraduate Program

Degree Requirements

The JS required and elective courses for the major and minor programs are as follows. All of our courses carry four units. 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. The elective courses that are included in the College Core Curriculum are indicated as follow: Core C1 = literature, Core F= visual and performing arts, Core CD = Cultural Diversity, Core SL = Service Learning.

The Major (40 units)

Prerequisites	<p><i>JAPN 101: First Semester Japanese</i> <i>JAPN 102: Second Semester Japanese</i> <i>or JAPN 100: Intensive Japanese (equivalent to JAPN 101 and JAPN 102)</i> <i>JAPN 201: Third Semester Japanese</i></p>
Required Courses (24 units)	<p><i>JAPN 202: Fourth Semester Japanese</i> <i>JAPN 301: Intermediate Japanese 1</i> <i>JAPN 302: Intermediate Japanese 2</i> <i>JAPN 401: Advanced Japanese 1</i> <i>JAPN 402: Advanced Japanese 2</i> <i>JAPN 410: Introduction to Japanese Linguistics</i></p>
Elective Courses (16 units)	<p><i>JAPN 190: Reading Osaka from San Francisco (Core C1, Freshman Seminar)</i> <i>JAPN 310: Zen and the Art of Japanese Calligraphy</i> <i>JAPN 350: Japanese Culture (Core CD)</i> <i>JAPN 351: Contemporary Japanese Culture (Core F, Core CD)</i> <i>JAPN 355: Japanese Literature in Translation (Core C1, Core CD)</i> <i>JAPN 357: Naturalism in Japanese Literature (Core C1, Core CD)</i> <i>JAPN 360: Japanese Calligraphy and Ink Painting</i> <u>Up to two courses among the following can also be counted:</u> <i>JAPN/HIST 383: Modern Japan Since Perry</i> <i>JAPN/HIST 387: History of U.S.- Japan Relations</i> <i>JAPN/HIST 390: Traditional Japan to 1868</i> <i>JAPN/THRS 368: Japanese Religion and Society (Core CD)</i> <i>JAPN/THRS 370: Zen Buddhism</i> <i>JAPN/THRS 379: Buddhist Paths (Core SL)</i> <i>JAPN/BUS 397: Japanese Study Tour</i></p>

The Minor (24 units)

Prerequisites	<i>JAPN 101: First Semester Japanese</i> <i>JAPN 102: Second Semester Japanese</i> <i>or JAPN 100: Intensive Japanese (equivalent to JAPN 101 and JAPN 102)</i>
Required Courses (16 units)	<i>JAPN 201: Third Semester Japanese</i> <i>JAPN 202: Fourth Semester Japanese</i> <i>JAPN 301: Intermediate Japanese 1</i> <i>JAPN 302: Intermediate Japanese 2</i>
Elective Courses (8 units)	<i>JAPN 190: Reading Osaka from San Francisco (Core C1, Freshman Seminar)</i> <i>JAPN 310: Zen and the Art of Japanese Calligraphy</i> <i>JAPN 350: Japanese Culture (Core CD)</i> <i>JAPN 351: Contemporary Japanese Culture (Core F, Core CD)</i> <i>JAPN 355: Japanese Literature in Translation (Core C1, Core CD)</i> <i>JAPN 357: Naturalism in Japanese Literature (Core C1, Core CD)</i> <i>JAPN 360: Japanese Calligraphy and Ink Painting</i> <i>JAPN 401: Advanced Japanese 1</i> <i>JAPN 402: Advanced Japanese 2</i> <i>JAPN 410: Introduction to Japanese Linguistics</i> One course among the following can also be counted: <i>JAPN/HIST 383: Modern Japan Since Perry</i> <i>JAPN/HIST 387: History of U.S.- Japan Relations</i> <i>JAPN/HIST 390: Traditional Japan to 1868</i> <i>JAPN/THRS 368: Japanese Religion and Society (Core CD)</i> <i>JAPN/THRS 370: Zen Buddhism</i> <i>JAPN/THRS 379: Buddhist Paths (Core SL)</i> <i>JAPN/BUS 397: Japanese Study Tour</i>

Students can be placed out from first, second, or third semester Japanese, based on the Japanese placement scores. The minimum passing grade to advance to the next level of the language course is C-. 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.

The course descriptions of the above courses and the other courses offered in the JS Program are provided in Appendix II:1.

Course Rotations

All four levels of lower-division Japanese language courses are offered every semester. For the upper-division language courses, JAPN 301 and JAPN 401 are offered only in the fall and JAPN 302 and JAPN 402 are offered only in the spring. From first semester through fourth semester Japanese, we typically 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. 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>
JAPN 101: 3 or 4 sections	JAPN 101: 1 section
JAPN 102: 1 section	JAPN 102: 3 sections
JAPN 201: 2 sections	JAPN 201: 1 section
JAPN 301: 1 section	JAPN 202: 1 section
JAPN 401: 1 section	JAPN 302: 1 section
	JAPN 402: 1 section

Besides the language courses, 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 year. For Japanese religion, one of JAPN/THRS 368, JAPN/THRS 370, or JAPN/THRS 379 is offered every year.

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, those of our literature and culture courses that satisfy a College Core requirement 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.

Study-Abroad Exchanges Programs

For more than 20 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. Some attend one of the summer sessions at Sophia. 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 (about a total of 5 students every year; 20% to 60% of the majors attend the exchange program in their 3rd year). Most of the majors who do not attend the exchange program participate in the summer program at Sophia University instead.

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 choosing 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.

Graduates

About 3 to 5 USF graduates have been obtaining jobs in the JET program every year in the past 5 years, which is a year-long, full-time position (extended for up to 5 years) for college graduates to teach English at Japanese high schools. It is supported by the Ministry of Foreign Affairs and the Ministry of Education, and has an excellent reputation. The JET program is very competitive, and USF has been consistently successful at sending one or two JS majors every year (in 2013, 3 out of 6 JS majors participated in the JET program.) Some graduates have entered MA programs to extend their academic study or went on to a teaching credential program to become high school or K-8 school teachers.

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 Nagata (Director of the Japanese Studies Program) or Professor Suda. 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.

Advising

Advising activities for major and minor students have increased in recent years. Professor Nagata and Professor Roddy are advising JS majors and Professor Suda JS minors. They organize advising by emails and individual/group meetings. They take turns attending the Major/Minor fair every year as well as a freshman orientation every semester.

Academic Quality

The Japanese Studies Program exhibits strong academic quality. Please see the sections of "Distinctive Features" and "Curriculum."

Assessment

As part of the college assessment project in the past, the Japanese Studies Program designed program goals and learning outcomes in Summer 2008, conducted the assessment in Spring 2009, Fall 2009, and Spring 2010, and submitted the assessment reports. In Fall 2015, the next round of the college assessment project started, and the JS Program submitted the new assessment plans, "One Thing This Spring" and "3 Things in 3 Years" (see Appendix II:2).

Faculty

Demographics

As one would expect of a program in foreign languages and cultures, the MCL Japanese Studies faculty is highly international, with one American and five Japanese faculty members. In terms of gender composition, the program has five females and one male in its faculty. In addition, we have three faculty members in the different departments who teach for the JS Program: two of them are American and one Canadian. All three are male.

Teaching

Full-time faculty

Department of Modern and Classical Languages

Noriko Nagata (joined USF in 1993, Professor, Director of the Japanese Studies Program, Department of Modern and Classical Languages) teaches JAPN 410 (Introduction to Japanese Linguistics) and JAPN 310 (Zen and the Art of Japanese Calligraphy). She also teaches all levels of the Japanese language courses, focusing on the upper-division JAPN 301, 302, 401, and

402 (Intermediate Japanese 1, Intermediate Japanese 2, Advanced Japanese 1, Advanced Japanese 2).

Steve Roddy (joined USF in 1994, Professor, Japanese Studies Program, Department of Modern and Classical Languages) teaches JAPN 190 (Reading Osaka from San Francisco), JAPN 355 (Japanese Literature in Translation), JAPN 357 (Naturalism in Japanese Literature), and taught JAPN 350 (Japanese Culture) and JAPN 351 (Contemporary Japanese Culture) before Professor Takamatsu started to teach those culture courses.

Kyoko Suda (joined USF in 1994, Term Associate Professor, Japanese Studies Program, Department of Modern and Classical Languages) teaches all levels of the Japanese language courses, focusing on the lower-division JAPN 100, 101, 102, 201, and 202 (Intensive Japanese, First Semester Japanese, Second Semester Japanese, Third Semester Japanese, and Fourth Semester Japanese).

Department of History

Uldis Kruze (Associate Professor, Department of History) teaches JAPN/HIST 383 (Modern Japan Since Perry), JAPN/HIST 387 (History of U.S.- Japan Relations), and JAPN/HIST 390 (Traditional Japan to 1868)

Department of Theology

John Nelson (Professor, Department of Theology, Academic Director of the Master in Asia Pacific Studies Program) teaches JAPN/THRS 368 (Japanese Religion and Society), JAPN/THRS 370 (Zen Buddhism), and JAPN/THRS 379 (Buddhist Paths).

Ricci Institute for Chinese-Western Cultural History

Antoni Ucerler (Associate Professor, Director of the Ricci Institute for Chinese-Western Cultural History) teaches JAPN/HIST 383 (Modern Japan) and directed studies (Classical Japanese).

Adjunct Faculty

Yumi Moriguchi (Adjunct Professor, Japanese Studies Program, Department of Modern and Classical Languages) teaches the lower-division Japanese language courses, focusing on JAPN 101, 102, and 201 (First Semester Japanese, Second Semester Japanese, and Third Semester Japanese).

Yoko Otomi (Adjunct Professor, Japanese Studies Program, Department of Modern and Classical Languages) teaches the lower-division Japanese language courses, focusing on JAPN 101, 102, and 201 (First Semester Japanese, Second Semester Japanese, and Third Semester Japanese).

Nobuko Takamatsu (Adjunct Professor, Japanese Studies Program, Department of Modern and Classical Languages) teaches JAPN 350 (Japanese Culture), JAPN 351 (Contemporary Japanese

Culture), as well as the upper-division Japanese language courses, JAPN 301, 302, 401, and 402 (Intermediate Japanese 1, Intermediate Japanese 2, Advanced Japanese 1, Advanced Japanese 2).

Research

The following describes the MCL Japanese Studies full-time faculty's research.

Noriko Nagata

Professor Nagata's general area of research includes natural language processing, Japanese linguistics, Japanese education, second language acquisition, and computer assisted language learning. 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) and different kinds of computer exercises (e.g., production vs. comprehension practice). 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 (NLP) and provides extensive sentence production exercises in communicative contexts and detailed feedback in response to a learner's grammatical errors. She won the 2004-2005 USF Distinguished Research Award. She also published a number of articles based on the empirical studies and her NLP system in *The Modern Language Journal*, *CALICO Journal*, *Foreign Language Annals*, *Computer Assisted Language Learning*, *System Language Learning and Technology*, and *MLA Volume*.

Professor Nagata received a Japan Foundation research grant in 2013, and has been developing a content-based, Intermediate/Advanced Japanese textbook, entitled 『道：日本を探る』 *The Path: Exploring Japan*. The book's approach is informed by the official educational benchmarks of ACTFL (American Council on the Teaching of Foreign Language). It explores the diverse regions of Japan along with their distinctive histories and cultures. She visited fifty-three major cities throughout Japan during the past five years and captured over fifty thousand photographic and video images, to provide an authentic context for the curriculum. It aims to develop students' cultural knowledge of Japan as well as intermediate/advanced level Japanese language proficiency. It has been implemented into the USF upper-division Japanese courses (JAPN 301, 302, 401, 402).

Steve Roddy

Professor Roddy studies the cultural and scholarly interests of literati elites in China, Japan, and Korea of the 18th through the early-20th centuries. His monograph *Literati Identity* (Stanford, 1998) explores the writings of various late-imperial Chinese intellectuals alienated from both state and society. More recently, he has produced articles on literati tea (*bunjincha*) in Japan; the relationship of Edo *yomihon* to both Japanese and Chinese narrative forms; Sino-Japanese scholarly exchanges in the mid-19th century; the Qing examination system (*keju*) and its prescribed essay form (*baguwen*); late-19th century Korean literati correspondence with Japanese and Chinese interlocutors; mid-18th century Chinese poetry about Uighur customs; and, Japanophone writing in early-20th century Taiwan.

Professor Roddy received a six-month Fulbright Research and Teaching Fellowship for Korea (2015), and a three-month National Library Research Fellowship for Taiwan (2016).

Service

The following describes the MCL Japanese Studies full-time faculty's service.

Noriko Nagata

Professor Nagata is Director of the Japanese Studies Program (1993-present). She served as Chair of the Department of Modern and Classical Languages (2002-2010), as Acting Chair (2000-2001), as Director of Asian Languages (2008-2011), as Coordinator of the Japanese curriculum of the MAPS program (1993-2013), and as Advisor of the USF Japan Club. She was a member of the Arts Peer Review Committee and the University Peer Review Committee for tenure and promotion (2004-2006) and also served as Chair of the Arts Peer Review Committee (2005-2006).

For the profession and community beyond USF, Professor Nagata served as an editorial board member for the CALICO (Computer-Assisted Language Instruction Consortium) Journal (2001-2014), as an editorial board member for Language Learning and Technology (1997-2010), and as an external reviewer for the Foreign Language MA Programs at San Francisco State University. She hosted the CALICO Annual Symposium in San Francisco for 5 days (spring 2008) as well as the FLANC (Foreign Language Association of Northern California) Annual Meeting at USF (fall 2003). She has been an executive council member of FLANC (2001-present), including her service as FLANC Vice President (2002-2004) and as President (2004-2006). She also served as an officer of NCJTA (Northern California Japanese Teachers' Association), as a judge for local Japanese speech contests sponsored by JAANC and the Consulate General of Japan in San Francisco, as a judge of the Nichi Bei Times essay contest, and as an interviewing judge for the Japanese Government's JET (Japan Exchange and Teaching) Program. Finally, Professor Nagata is a certified and active ACTFL (American Council on the Teaching of Foreign Language) OPI (Oral Proficiency Interview) examiner.

Steve Roddy

Professor Roddy served in 2003-2013 as an interviewer for the JET program; in 2010-2014 as a judge for the Japanese Speech Contest jointly sponsored by the JAANC and the Japanese Consulate of San Francisco; in 2008-2013 as an interviewer for MEXT graduate fellowships; and in 2012 and 2016 as co-chair and organizer for the Ocha Zanmai: San Francisco International Conference on Chanoyu and Tea Culture.

Professor Roddy has also served as Chair or Co-chair of Modern & Classical Languages in 1999-2000, 2001-2002, 2006-2007, and 2012-2014, and in a variety of other roles in college and university-wide committees at USF.

Kyoko Suda

Professor Suda was appointed as a Co-Director of the language programs in the Department of Modern and Classical Languages (MCL) from the fall of 2011 to the spring of 2015. Since the language co-director positions were eliminated in the fall of 2015, she has been working as a coordinator of the ASL (American Sign Language) program and as an assistant for the MCL conversation tutoring programs.

Outside of USF, Professor Suda's contributions to the profession includes being an officer for NCJTA (Northern California Japanese Teachers' Association) (2012-present), a board member of Soko Gakuen Japanese Language School (2005-present), a judge at the 37th, 38th, 39th and 40th Annual Japanese Speech Contest for Middle School and High School Students (2010-2013), and as an interviewer for the JET (Japan Exchange and Teaching) program (2015). She has ten years of Japanese tea ceremony experience and holds a license to teach Japanese tea ceremony. She sometimes performs tea ceremony demonstrations on campus.

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 (she may plan such a tour in the future again.) Professor Roddy served as the Academic Director of the MAPS (Master in Asia Pacific Studies) Program for ten of the past 22 years and has been teaching a course per year for that program. Professor Nagata served as the Japanese language coordinator for the MAPS Program for 20 years. She is currently responsible for hiring Japanese language instructors for the MAPS program. Professor Suda is responsible of conducting Japanese placement interviews for MAPS new students. In the past, we had a close relationship with the Center for the Pacific Rim and the MAPS program housed in the Center. However, since the Executive Director of the Center for the Pacific Rim retired in May 2009, there has been much less communication between us. The name of the Center for the Pacific Rim was changed to CAPS (Center for Asia Pacific Studies) by the current Executive Director of the Center.

Recruitment and Development

Regarding student recruitment, the faculty members in Japanese Studies explain the major and minor requirements to potential students through individual conferences with them, and encourage them to work toward a Japanese Studies major or minor if their schedule allows. We invite any students who are interested in majoring or minoring in Japanese Studies, to our annual JS major/minor parties, in which they can meet the JS majors and minors and learn about our curriculum. We also offer the Intensive Japanese course (JAPN 100) to complete the JS prerequisites earlier and to interest the students to major or minor in Japanese Studies. We plan to produce a brochure about the Japanese Studies program to advertise the program at local high schools as well.

Students

The students in the JS program are very diverse. They are from all over the U.S., but especially from California and Hawaii. We also 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.

Issues and Challenges

Enrollments of upper-division language courses

The Japanese Studies program offers a complete four-year language curriculum, including third year Japanese (JAPN 301 and 302) and fourth year Japanese (JAPN401 and 402). The upper-division courses are essential for development of the Japanese language proficiency required to complete a Japanese Studies BA. With around 15 majors, we have been maintaining enrollments of the upper-division Japanese courses at around 6 to 9. So far, the Dean's office has supported classes at that size, but we are concerned about the future viability of the degree program if the Administration were to enforce an across-the-board minimum enrollment of 12 students.

Number of Majors & Minors

It is a challenge to keep and increase the number of majors and minors. We will continue our efforts to publicize the program, to provide special attention to majors and minors, and to offer various Japanese cultural events to increase student interest in Japanese Studies.

Job Placement

It is always challenging to place the graduates in full-time jobs. We will continue our efforts to consult with students concerning their future career goals from the first year and to advise them according to their interests (double-major, internship, the JET program, graduate schools, teaching certification, etc).

Spanish Studies

MISSION STATEMENT

Per the USF Mission, our department and the Spanish Studies program specifically, aims to give students "the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." We inculcate both linguistic proficiency in Spanish and cultural literacy integral to the Spanish-speaking world that our students can deploy in their future academic and professional endeavors, and in their service to the greater good.

The Spanish Studies major and minor highlight historical, economic, social and religious contexts, cultural artifacts, peoples and places, as well as modes of analysis to deliver a rich academic and social experience. We believe that truly understanding a culture means being completely immersed in it; therefore, we have created a Spanish major and minor curriculum which emphasizes the Spanish communities' unique role in our society through a combination of challenging coursework, service learning opportunities, and study abroad programs.

HISTORY

The major and minor in Spanish Studies at the University of San Francisco were recently revised over several years in light of the remarkable changes that have taken place throughout the Hispanic world--especially its growth and influence in the United States--and the corresponding need to create a much 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. When planning the structure of our curriculum, we followed the recommendations of both the external reviewers who evaluated our department in 2010, and the guidelines 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. Frankly, the hierarchical structure of our "old" major was just too rigid and simply outdated. As a result, we needed to rethink and recalibrate the Spanish program at USF to attract more students while encouraging the exploration of the diverse cultural richness of the Hispanic world, especially the Latino communities in the San Francisco and greater Bay Area.

We believe the new configuration of our major, first implemented in the Spring of 2011, provides a broader and far more cohesive program, one that incorporates both the language and the distinct cultures of the Spanish-speaking world. In this revised major, literature shares upper-division space with a range of cross-disciplinary, linguistic, and service-learning courses. Furthermore, the program establishes relationships with other departments, where discipline-specific courses are offered in Spanish by professors who are native speakers of the language; Spanish Studies faculty provides support for discussion facilitation and the management/evaluation of written assignments, when and wherever needed.

Configuration of the new Major and Minor in Spanish Studies:

New Major in Spanish Studies	New Minor in Spanish Studies
<ul style="list-style-type: none"> • <u>200-level courses</u> (3) • SPAN 202 (1) • SPAN 206 (1) • Elective (1) 	<ul style="list-style-type: none"> • <u>200-level courses</u> (2) • SPAN 202 (1) • SPAN 206 (1)
<ul style="list-style-type: none"> • <u>300-level courses</u> (5) • Language and Culture Studies Course (1) • Literary and Cultural Studies Courses (2) • Elective (2) 	<ul style="list-style-type: none"> • <u>300-level courses</u> (3) • Literary and Cultural Studies Courses (2) • Elective (1)
<ul style="list-style-type: none"> • <u>400-level courses</u> (2) • Senior Seminar (1) • Special Topics Course Taught by a Visiting Professor or Spanish Faculty (1) 	
40 UNITS	20 UNITS

Our goals in revising the Spanish Studies major and minor were as follows:

- Make more transparent the relationship between the Spanish major and the broader humanistic goal of discovering, engaging, and understanding the Spanish-speaking world;
- Create a more obvious and direct link between the major and the unique and increasingly important role of Spanish in the US, viewing Spanish speakers as representatives of numerous, complex cultures, as well as a socially, politically, and of course economically significant sector;
- Facilitate student development of deep cultural knowledge by adding (to our ongoing classroom contact with Spanish speakers and the experience of study abroad) a service-learning component that will more effectively structure student engagement with members of the local Spanish-speaking communities;
- Ensure greater student involvement in learning by increasing students' opportunities to shape and/or personalize a major to reflect more closely our students' academic interests and goals;

- Provide additional support for developing and refining sophisticated language skills.

The philosophy underlying this revision continues to value the literary text as cultural artifact, but it also recognizes the needs of our students in a variety of ways: (1) to engage in other modes of cultural analysis; (2) to hone higher-level linguistic skills, both to understand and talk more precisely about language; (3) to acknowledge Spanish and Spanish speakers as an emerging force in the US, as opposed to merely “foreign,” and, (4) to encourage systematic contact with Spanish speakers in the US and abroad as preparation for a lifetime of applying the knowledge and skills of the major to intellectual and social interactions with Spanish speakers and their cultures.

Here are the pertinent recommendations for Spanish Studies that the external reviewers provided as part of our last program review, along with key changes that we have subsequently implemented:

Enforce language program meetings once a month or three times a semester.

The Spanish Studies program now holds program meetings three times per term throughout the year. The meetings are called by the Program Director—a position that was created during the 2015-2016 academic year by the current MCL Chair. The meetings are mandatory for all full-time faculty members. Adjunct faculty are invited to attend and participate in these ongoing conversations.

Consider more fluidity in teaching assignments and work on bridging the divide between language courses at the lower division and content courses.

As a result of the reconfiguration of the major and minor in Spanish Studies, a fifth-semester Spanish course—SPAN 206--has been added to the list of requirements our students must complete after SPAN 202. Topics vary and the general title for this course is "Confluences and Conflicts in the Spanish-Speaking World." As an example, one of our subtitles for this course has been, "Negotiating Language and Culture." In addition, we have developed a number of 200-level elective courses--SPAN 226, SPAN 232, SPAN 255, SPAN 272--to smooth out the transition from more structured language courses into upper division content courses. Many of these courses fulfill Core requirements. All faculty in Spanish Studies are equally involved in recruiting students into courses beyond the language requirement and into our major and minor.

Work in cooperation with other departments to develop courses on the model “Language Across the Curriculum.” (Some courses could offer an extra component with a language professor.)

Spanish Studies has worked closely with Latin American Studies (LAS), Latin@/Chican@ Studies, European Studies, Art & Architecture and Theology & Religious Studies (THRS) to offer courses which can fulfill requirements for their majors/minors, as well as for the Core. For example, SPAN 351 is a bilingual class, now cross-listed with LAS; on the other hand a full-time faculty member from the Department of Theology and Religious Studies has developed SPAN

422, a course on Liberation Theology that is taught exclusively in Spanish and fulfills Core D2. Every course offered by Spanish Studies is taught in the target language to attract potential majors and minors, though we do allow students majoring in other disciplines (such as Latin American Studies) who are interested in our classes, yet lack an advanced of Spanish proficiency, to submit papers and do oral presentations in English. We will continue 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 has proven an attractive way of carrying out the interdisciplinary foundation of the program, and it has also generated intellectual cross-pollination on campus and, in the academic and creative exchange with faculty from other departments, increased our own intellectual visibility in the university.

Effectively renumber course sequences. Introducing at the 200-level a number of more attractive theme-based courses that integrate language work, literature, film studies, culture, and current events.

As previously mentioned, various 200-level courses have been designed to showcase specific topics (literature, translation, etc.) as a means of integrating linguistic competence and sociocultural content. Please see the description of these new courses below.

Re-structure the major by bringing back existing courses and resources that are currently contracted out to other programs (an example of a possible configuration is included).

The configurations of both our major and minor have undergone an “extreme makeover,” starting with a name change for both programs, which has been retitled into “Spanish Studies” to reflect a broader scope and alignment with the other language programs within our department.

We have added two transitional content courses at the 200-level—SPAN 206 and a rotating elective option-- taught in the target language, and all of these classes include some detailed work on language skills (oral presentations and analytical papers).

While the number of requirements at the 300-level has remained unaltered, much more flexibility is now given to our students in terms of the choices available; in essence, one such offering is more language oriented, two are more literature oriented, while two others can be taken during study abroad in a Spanish-speaking country (though Spanish Studies faculty must preapprove these classes). Needless to say, the latter options tend to be more culture oriented. All of our 300-level courses include one research paper, along with other analytic papers and oral presentations.

Finally, at the 400-level, our majors are required to enroll in two seminars: in the Fall, this course, which includes a different topic every year, is taught by a member of the Spanish Studies program (we follow a rotation); in the Spring, Spanish-speaking faculty with native fluency offer a course in their area of expertise, again always using the target language. The idea is to reward students with interdisciplinary choices we in Spanish Studies can't always teach. So far, professors from the Department of Art & Architecture as well as Theology & Religious Studies have participated in these seminars.

COMPARISON BETWEEN THE “OLD” AND CURRENT MAJOR

“OLD” SPANISH MAJOR	NEW SPANISH STUDIES MAJOR
<ul style="list-style-type: none"> • SPAN 202 (Fourth Semester Spanish) 	<ul style="list-style-type: none"> • SPAN 202 (Fourth Semester Spanish) • SPAN 206 (“Conflicts and Confluences in the Spanish-Speaking World”, equivalent to a fifth semester course) <p>Both courses are required</p>
<ul style="list-style-type: none"> • SPAN 310 (Introduction to Literary Analysis) 	<ul style="list-style-type: none"> • 200-level Elective Course (1 required) <p>Includes some existing 200-level courses and others that have been developed for this category</p>
<ul style="list-style-type: none"> • SPAN 327 and SPAN 328 (Introduction to Peninsular Literature I and II) 	<ul style="list-style-type: none"> • 300-level Literary and Cultural Studies courses (2 required) <p>Includes some existing 300-level literature courses, some existing cross-disciplinary offerings and a number of new classes</p>
<ul style="list-style-type: none"> • SPAN 303 and SPAN 304 (Introduction to Latin American Literature I and II) 	<ul style="list-style-type: none"> • 300-level Language and Culture Studies courses (1 required) <p>Includes existing linguistics and sociolinguistic courses and one new class</p>
<ul style="list-style-type: none"> • SPAN 480 and SPAN 481 (Senior Seminar in Peninsular and Latin American Literature) 	<ul style="list-style-type: none"> • 300-level Elective Course (2 required) <p>Includes courses taken in Study Abroad programs (pre-approved by Spanish Studies faculty members) and other new classes developed for this category</p>
<ul style="list-style-type: none"> • Two electives 	<ul style="list-style-type: none"> *400-level Senior Seminars (2 required) <p>Includes some existing 400-level courses, new classes as well as courses offered by faculty from other departments</p>

COMPARISON BETWEEN THE “OLD” AND CURRENT MINORS

“OLD” SPANISH MINOR	CURRENT SPANISH STUDIES MINOR
• SPAN 202 (1 Required)	• SPAN 202 (1 required)
• SPAN 310 (1 required)	• SPAN 206 (1 required)
• SPAN 327 or SPAN 328 (1 required)	• Literary and Cultural Studies (2 required) Includes some existing 300-level literature courses, existing cross-disciplinary offerings and new classes developed for this category
• SPAN 303 or SPAN 304 (1 required)	• 200-level or 300-level Elective Course (1 required) May be chosen from any of the categories. Includes some existing and new 200 & 300-level courses
• One elective	

- Existing courses included in new major without changes:

• 100	• 220	• 398
• 101-102	• 221	• 402
• 195	• 311	• 410
• 201-202	• 335	• 412
• 210	• 355	• 470
• 211	• 360	

- Existing courses included in new major with changes (in number or title):

• 219	• 331	• 431
• 225	• 336	• 445
• 301	• 337	• 457
• 317	• 338	• 459
• 325	• 346	

New courses:

• 206	• 272	• 452
• 216	• 312	• 456
• 222	• 333	• 458
• 232	• 340	• 490
• 226	• 351	
• 255	• 352	

A total of 16 new content courses, all taught in the target language, have been developed for the reconfigured major and minor since our last program review:

SPAN 206: Confluences and Conflicts in the Spanish-Speaking World

This class seeks to strengthen students' active skills in Spanish, particularly reading and writing. Students will engage various texts combining different disciplines such as aesthetic: film, fine arts, photography and literature; social sciences: history, sociology, economy, journalism and media studies; and humanities: philosophy and theology. The selected texts will examine the complexity of the Spanish-speaking world in all its geographical amplitude. A feature in this class will be the participation of guest speakers.

SPAN 222: Spanish for Bilingual Students II

Prerequisite: SPAN 221 or Native speaking abilities, no junior high or high school study in a Spanish-speaking country, and a placement score higher than 92. Students will study the Spanish language with an eye to continue improving their linguistic skills. This may take the form of improving spelling, expanding vocabulary at formal registers, broadening the range of topics controlled in written and oral expression, and so forth. The readings (which explore health, education, politics, bilingualism, biculturalism and social institutions in Latin America) are the core of the course, serving as the basis for class discussion and essays and for the selective review of grammar. Completion of this course is the equivalent of Spanish 202 (Fourth Semester

Spanish) and will satisfy any USF program requiring four semesters of a foreign language. Offered Spring semester.

SPAN 226: Introduction to Spanish Translation

Prerequisite: SPAN 206. Reading and translation exercises highlight the multidimensional nature of text and the dynamic nature of reading while honing analytic skills. They encourage experimentation and contribute to the improvement of linguistic and intercultural skills.

SPAN 232: The Revenge of the Monsters

Prerequisite: SPAN 206. Our course will be an introduction to Gothic fiction in the Spanish-speaking world through a selection of short stories and short and feature films produced in Latin America and Spain over the last 100 years. The special feature of this course is that it aims to bring students to literary studies based on the familiarity they have with a genre that has proved to be a favorite of young readers, public moviegoers and TV viewers. The primary goal of this course is to introduce students to the craft of close reading and to the critical skills necessary for a nuanced understanding of culture in a complicated subject such as literature.

SPAN 255: Small, Round & Juicy: the Modern Hispanic Short Story (fulfills Core C-1)

Prerequisite: SPAN 206. The focus of this course is on the finest short stories written in Spanish over the last 100 years. The compression of the genre is particularly well suited for the pace of modern life and has proved to be a favorite of such writers as Borges, García Márquez, Matute, and Cortázar, to name only a few. The primary goal of this course is to introduce students to the craft of close reading and the critical skills necessary for a nuanced understanding of culture in a complicated subject such as literature.

SPAN 272: Gender and Sexuality in Chican@/Latin@ Literature (fulfills Core C-1)

Prerequisite: SPAN 206. This class studies Chican@-Latin@ literary narratives and the role of gender and sexuality as critical categories in the creation of identity, spaces of resistance and community. Class covers the cultural history of the Southwest, including the nationalist rhetoric of the Chicano Movement to Queer and Feminist of Color perspectives of the 20-21st century. Class includes guest speakers and film screenings.

SPAN 312: Spanish Phonetics

Prerequisite: SPAN 206. The fundamental principles of phonetic analysis will be introduced in order to show how Spanish sounds are produced, how they fall into patterns and how they change in different environments. Students will learn concepts related to articulatory phonetics as applied to Spanish and to improve personal Spanish pronunciation via corrective exercises and introductory training in phonetic transcription. In addition to more practical aspects, students will have the opportunity to learn about other related issues involving the differences between Spanish spoken dialects, sociolinguistics, and first and second language acquisition.

SPAN 333: Subversive Feminine Enjoyment in Films Adapted from Latin American Literature (fulfills Core C-1)

Prerequisite: SPAN 206. In this class, after studying theories of adaptation from literature to film (Linda Hutcheon), we will analyze the representation of women's enjoyment in two films adapted from literary works as well as in the literary works themselves. We will assess how

feminine enjoyment poses a challenge to the patriarchal mores that underpin Latin American societies. We will also discuss the manner such enjoyment is represented by both male and female writers and filmmakers. We will refer to psychoanalysis as a theoretical framework and will include texts by theoreticians from Latin America, such as Iris Zavala, Marta Traba and Sylvia Molloy, as well as others like Sigmund Freud, Slavoj Zizek, and Luce Irigaray.

SPAN 340: The Word and the Image: Intersections between Photography and Literature in the Spanish Speaking World

Prerequisite: SPAN 206. The main objective of this course is to acquire a profound appreciation of the powerful ways in which aesthetic works engage culture and contribute to the formation of cultural identity. In this course we will seek an understanding of literature by alluding to the language of photography. The contrast between the word and the image is particularly revealing because the limitations of one illustrate the possibilities of the other. The class will include a workshop led by a professional photographer and end with a photo-essay exhibit of students' work.

SPAN 351: DIVISADERO Journal (Cross-listed with LAS 351)

Prerequisite: SPAN 206. The class focuses on producing the Spring edition of the Digital journal "Divisadero" as conceptualized and produced by students and led by a faculty member.

"Divisadero" is a bilingual journal that includes articles, interviews, artwork, and videos. The objective of the journal is to offer an inclusive and critical view of the current issues in Latin America and the Latin@ community in the U.S. by citing the historical, social, and political forces which drive communities across our hemisphere. In this class, students will learn all the steps of producing a journal, such as conceptualization, research, writing and editing.

SPAN 352: The Spanish Civil War Reimagined: Literature, Film and the Visual Arts

Prerequisite: SPAN 206. The Spanish Civil War (1936-1939) remains an essential milestone in the history of Spain, one that still shapes—almost 80 years later—the political and social life of the Spanish people. Of course an event of such impact is also visible in the arts, and just as this tragic era left an indelible mark on the politics and history of the country, the Spanish Civil War triggered artistic responses far beyond Spain. We will study the political stages of the war, and its aftermath, through literary and non-literary texts, along with visual representations (photographs, paintings, movies, etc.) produced by Spanish and foreign artists from a wide range of ideological groups. Our analysis of these cultural artifacts will allow us to identify and clarify the most important ideas, figures and genres of the Spanish Civil War as seen through an artistic lens.

SPAN 375: Border and Cultural Studies

Prerequisite: SPAN 206. Examines the representation of the U.S.-Mexican Border across different forms of cultural production (literature, film, music, performance and popular culture) from both sides of the border—by Chican@s/Mexican Americans, Mexicans, and residents of the border region—in both English and Spanish.

[Prerequisite for 400-level courses: students need to have completed two 300-level courses within Spanish Studies]

SPAN 422: Liberation Theory in Spanish (Cross-listed with THRS 422, fulfills Core D-2)

This course -- offered entirely in SPANISH -- engages with the transcendent biblical concept of justice as an irreversible commitment of God in history, as articulated in the prophets, the Gospel of Jesus and emergent in liberation theologies in Latin America and North America, including theologies of feminism and sexuality.

SPAN 452: *Don Quixote* (fulfills Core C-1)

The primary source for the course will be the two separate volumes that Miguel de Cervantes originally published in 1605 and 1615. In creating the new genre of the novel, Cervantes adopts the scale of an epic to make a new world within the world of storytelling, and a better way to observe and understand ourselves. Prose becomes the language of the heroic but, as the first modern masterpiece, the antiheroic as well, for *Don Quixote* is “beautiful,” according to Dostoevsky, “because he is ridiculous.” Four centuries on, *Don Quixote* is not only a landmark of Western Culture, it is undeniably the key document of Spanish identity. Few books in any language have such power to identify the spirit of a place, which is also a key aspect of Cervantes’s singular achievement.

SPAN 452: Private Lives, Public Voices: The Generation of ‘98 and Autobiography

In this seminar we will explore when, how and why writers use autobiographical material (even “fictionalized” histories) with special attention given to the poets, novelists, essayists and playwrights of the Generation of ‘98. The finest writers of this period of Spanish literature emphasized the experimental, and the intimate, as well as the social and political purpose of words. Their constant reliance on memory and historical facts to understand the traits of the Spanish character explain why they favored the autobiographical form. Throughout the semester we will study Unamuno, Azorín, Baroja, Machado and Valle-Inclán and their influence on the artists who wrote before, during and after the Spanish Civil War, such as Lorca, Cela and Sender. We will read a selection of their novels, diaries, poems, essays and letters, along with criticism of their literary work and techniques.

SPAN 458: The Latin American City in its Cinema: Urban Spaces and Living Practices

Given that cinema in Latin America is primordially urban, in this class we ask what can films tell us about Latin American urban spaces. In doing so students will not only become familiar with urban theories and philosophical reflections on urban space favored by Modernity, but also explore the ways in which these theories have been co-opted, interpreted and subverted in Latin America by Latin American urban theorists, citizens and filmmakers.

Consider secondary majors

We have started to promote Spanish Studies as a very practical “second major.” Because the ever expanding influence of Spanish in the US is undeniable, we are advising our students that anyone interested in social, cultural or financial affairs will definitely benefit by majoring or minoring in Spanish Studies. We always try to emphasize how knowing the language and understanding the intellectual vitality of half a billion people living throughout the US, Latin America and Spain, will complement a variety of careers. Those options range from law, to politics, journalism, education, health science, to business, and of course will only enhance our

graduates' professional opportunities. We are now working on a brochure that clearly explains the principal goal of our major and minor: students will be given the tools necessary to understand and communicate with a variety of Spanish-speaking cultures and populations.

Use posters describing course offerings for the following semester and circulate information

Every semester Spanish Studies creates fliers to advertise courses offerings for the coming term. We include a brief description of each class, the days and times of our sections, as well as the name and contact information of the faculty member who teaches the course. We circulate this information through CANVAS among our current students and our advisees. Additional posters are created to promote specific classes that may have had low enrollments in the past or that are being offered for the first time.

It is recommended that all language instructors could routinely visit each other's classes, including the directors and the coordinators, for mutual improvement and support.

Although we have encouraged the Spanish faculty to visit each other's classrooms, only the coordinator and the assistant coordinator continue to observe the adjunct faculty to provide them feedback on their instruction, as well as suggestions for improvement that are based on a thorough and recognized set of criteria among experts in foreign language teaching, as well as their personal training in the field. In the few instances that an instructor has observed a fellow colleague, it has been to learn how to structure a new course that s/he is planning on teaching in the near future. Of the regular 10 part-time Spanish adjunct instructors, 5 were hired before the current coordinator arrived at USF 11 years ago. Hiring has always been based on their CVs, the sample original teaching materials they submitted, letters of recommendation and an hour-long phone interview.

A new policy that has been instated for exceptionally well-trained adjunct faculty is for them to make requests on specific teaching aspects that they would like to improve. The coordinator consults with the instructor beforehand on what to observe and how the observations will be documented. The post observation discussion then only focuses on those particular issues.

Re-structure the tutoring program so that tutors are trained, supervised, visited and reviewed.

The training for all new MCL conversation tutors is now divided into two sessions. During the first training session, the tutors learn about the pedagogical aspects related to the conversation sessions, such as how to solely use the target language, how to structure a typical session, how to create effective conversational activities and how to create a comfortable learning environment for the students. The second training session covers the relevant administrative aspects of the tutoring position, such as how to grade the students, how to record the grades and how to fill out the time cards. There is also a brief veterans' panel during which current veteran tutors share their experiences and answers questions about the program.

In order to provide some additional structure and support for all of the tutors, the following additions have been made: there is now a robust resource site with the training documents, links, sample activities, FAQs about the program and post training quizzes that are all accessed via our learning management system; we hold a pizza/sushi party halfway through the program during which tutors ask questions, relate their positive and negative experiences and share ideas with

one another; and we now provide a tutor checklist that clearly states all of the tutors' responsibilities and deadlines throughout the semester, which must be signed by the language coordinator.

Due to time constraints, the language coordinators and instructors have not made class visits to observe the tutors. To remedy this, in addition to the end-of-the-semester evaluation, we have implemented an extra midpoint evaluation form that the students fill out during class. All of the tutors are required to meet with the instructors to go over those evaluations in person and to discuss and important issues.

Create more visibility on campus (through campus wide advertising of courses, cultural events or activities, both online and through posters.

Spanish Studies has intensified its visibility on campus with a series of initiatives:

- Faculty from the program host weekly Spanish Conversation Tables on the Kalmanovitz Hall Lounge. The tables are open to the entire USF community (including our faculty, staff, students and alumni). All levels are welcome, and we advertise on the digital signage throughout campus, through fliers posted on various building/floors, on department syllabi, the MCL's Facebook page, and on the USF Calendar of Events. Participants over the years have come from every corner of the USF community, and while numbers do vary week to week, our efforts to promote these exchanges have improved our visibility on campus over the last year; one recent example, is an increase in Fromm Institute attendees, a population we had little contact with previously.
- Sigma Delta Pi. Nadina Olmedo is the new Chapter adviser since Spring 2016. We held the initiation ceremony to Nu Tau Chapter on May 13th and six new members were inducted in the Hispanic Honor Society. Prof. Olmedo is planning another initiation ceremony for next Spring and is now in the process of recruiting for it. She created a Facebook Page to promote the chapter, posted photos of the ceremony and keeps in touch with members who have already graduated from the Spanish Studies Program. She also circulates information regarding scholarships and grants among the group. Here is the link to the Nu Tau Chapter Facebook Page:
<https://www.facebook.com/Nu-Tau-Chapter-Sigma-Delta-Pi-USF-1102020113188542/>
- Film Festival. Spanish Studies hosted the First Latin Horror Film Festival in November 2014. The event was a great success and we have plans to repeat it every year around Halloween. More than fifty students from Elementary to Upper Division Spanish attended the first film festival. Prof. Olmedo is now organizing the second festival that will take place on October 24th and 25th. MCL and LAS will co sponsor the event.
- Cultural Events. As one example, each November we organize a celebration for *Día de los Muertos* with live music, traditional foods, as well as a workshop on "papel picado." Our students also participate in building a communal altar in the hall of our department to commemorate the occasion and honor many of their deceased relatives and friends. Spanish Studies has hosted a "Mateada" in the Spring that has similarly been quite successful. (We think it is important to mention that adjunct faculty, who have been reluctant to participate since they are not compensated, have nevertheless played key roles in the organization and success of these and several other events.)

Market the value of a degree in Spanish (with the help of returnees from study abroad programs, participants in service learning courses or students completing capstone research projects joining in language tables with first and second-year students).

Five years ago, our department created a liaison position to improve the connection between MCL and the Office of Global Education. Workshops are now organized every semester to promote study abroad and foreign languages. We also advertise (through both Canvas and Facebook) the “Language and Culture Assistants Program” that the Government of Spain offers yearly for university graduates or undergraduate students who have completed at least two full years of college study.

Recruit students who have tested out of the language requirement or who have AP credits.

Spanish Studies has been very active in trying to recruit students with AP credits by asking them to meet with our Coordinator for proper placement. Unfortunately, science majors with AP credits were often discouraged by their advisors from continuing any language study, since they are automatically exempted from the foreign language requirement (two semesters for science majors); as a result, these students did not realize that they could receive credit for more advanced coursework. Last summer the Chair of MCL and the Director of Spanish Studies met with the Dean of Humanities and the Assistant Dean for Academic and Faculty Services to resolve this bureaucratic issue and we hope the new policy will help us attract more students into our program.

Improve the program webpage by using student profiles that have visual impact and adding photos of language tables, the SWC, and study abroad experiences.

Spanish Studies faculty members are now actively updating our webpage (<https://www.usfca.edu/arts-sciences/undergraduate-programs/modern-classical-languages/spanish-studies>) to feature student and alumni profiles, photos of events and study abroad experiences, along with multiple links to internship opportunities. We need to do a better job of capturing the attention of our students and prospective majors through visual images.

Combine 300/400-level courses

The university discourages the combination of 300 and 400-level courses. After talking the deans about this recommendation, they advised us not to implement this recommendation.

Second major option (30-32 units)

Again, Spanish Studies continues to promote its major and minor as a very practical (secondary) degree. This recruitment effort takes place mostly during individual conferences with students who show some interest in the subject, as well as those who place into intermediate levels of our Spanish language courses.

Concurrent appointments

Spanish Studies did approach, repeatedly, the USF administration with requests for a concurrent appointment between Latin American Studies and Spanish Studies—all of which were denied.

However we have just hired our first tenure-track position in our program, Rakhel Villamil-Acera to replace a professor who retired last June. Professor Villamil-Acera will participate in developing curriculum that creatively connects lower division language courses to our upper division culture courses and may coordinate the language program in the future. She will also help us implement Spanish across the disciplines (in conjunction with the College of Nursing and the School of Law and the School of Business). This initiative has proven difficult to implement because these other colleges in the university are very guarded about student credit hours and are reluctant to increase the number of credit hours for the language requirements.

CURRICULUM

Graduates	2010	2011	2012	2013	2014	2015
Spanish Studies Majors	1	6	7	6	3	2
Spanish Studies Minors	14	9	9	12	10	9
Students with Double Majors	no data	no data	no data	3	2	1

	2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015		2015 - 2016	
Lower Division Courses: No. of Sections/ No. of Students	43	821	46	835	46	820	48	812	51	831	44	746
Upper Division Courses: No. of Sections/ No. of Students	8	118	8	96	6	102	5	49	5	56	7	102

Year When Major and Minor Declared: 2010 – 2015	First	Second	Third	Fourth
Spanish Major	18	14	4	1
Spanish Minor	33	26	14	6

As of 10/23/2015:

Number of Spanish Majors: 15

Number of Spanish Minors: 22

ASSESSMENT

In 2012-2013 we assessed Goal 1 (“to communicate clearly and effectively in Spanish, both in written and oral discourse”) of our first Assessment Plan (2008). Initially we had set the proficiency levels we wanted our students to attain according to the ACTFL guidelines at Advanced Low for production and Advanced Mid for comprehension. Our external reviewers asserted that this was too ambitious and that students, even those who have had the opportunity

to study abroad rarely reach those levels of proficiency. So we adjusted the goals to reach to Intermediate High for production and Advanced Low for comprehension.

As we indicated in that Assessment Plan, a new online Placement Exam is an urgent and essential need for the implementation of this goal. Such an exam could serve several purposes within the Spanish program: as a placement test for incoming students, as an entry test to the major, and of course as a measurement of the goals we have designed for our graduates. The current Placement Test, apart from being painfully outdated, simply evaluates a few structural components of the language—mainly vocabulary and basic grammar—yet all but overlooks those skills we consider key for communicating clearly and effectively in Spanish, such as reading comprehension, listening, oral proficiency, and writing. Frankly, the exam we have at present lacks the necessary rigor for evaluating the overall communicative competence of our students.

Unfortunately, after all these years we are still searching for such a professional tool and at this point are more than a little frustrated. In Spring 2010 we piloted the University of Oregon's STAMP (Standards-based Measurement of Proficiency) exam. But this web-based test evaluates the proficiency of students ranging from Novice Low to Intermediate Mid, and glitches in the system did not allow us to evaluate its effectiveness. We also piloted the AVANT assessment, also through the University of Oregon, which analyzes the data from the STAMP exam and provides educators a more accurate level of proficiency for their incoming students, again strictly for the purpose of placing students into the right language class. 14 students in SPAN 202 (sections 01 and 02) were tested and the results proved to be inconsistent; frankly, we were dissatisfied with the results. However there appear to be no other companies offering online placements tests that fit USF's budget.

As a result of less than satisfactory experiences with these various instruments, the assessment of this first goal was by necessity done through interviews with our students and embedded classroom assignments, such as oral presentations, essays, research papers, in-class tests, even journals or blogs, as well as class discussions. Because language study is cumulative and hierarchical and upper-division courses draw on the skills acquired over previous years, students who graduate with a major in Spanish must have the linguistic proficiency—hence the higher rate of attrition among our students—expected of our college seniors. All in all, graduating Spanish majors had an “Average” to “Very Good” Achievement of Outcome, following our performance rubrics. The Spanish faculty who teach upper division courses in the Department of Modern and Classical Language can attest to this point.

Last Spring, Spanish Studies reviewed, discussed, and updated its learning goals, program learning outcomes and curriculum mapping to reflect the new configuration of its major and to meet the requirements of the university. The previous PLOs—13 in all—have been reduced to 7, and our goals now clearly address four distinct areas of expected competency for our majors: linguistic competence, content knowledge, critical analysis and cultural awareness. Moreover, the new PLOs are more easily measurable and better aligned with the department and university's mission. Over the course of the current academic year, we will work on developing standard performance rubrics to assess student's progress in the different areas and courses.

Also last Spring, Spanish Studies chose to assess PLO 1, a learning outcome that relates to linguistic competence: “**Demonstrate the ability to express information and opinions verbally in a consistent, effective and clear Spanish**”. This specific PLO is defined by the achievement of a common **Intermediate High** on the ACTFL proficiency guidelines.

The method used to assess PLO 1 was an Oral Proficiency Interview* (OPI) performed by Professor Nadina Olmedo, a full-time member of our faculty in Spanish Studies and a certified ACTFL tester. Professor Olmedo conducted interviews with the four students enrolled in SPAN 422 who were about to graduate with a Spanish Studies major in Spring 2016. Two Spanish Studies majors performed at an Intermediate High Level, while the other two did not meet these expectations. They could not accomplish successfully or consistently some of the tasks during the interview; for example, there was a clear deterioration in the quality and quantity of language produced, an avoidance to address some of the linguistic tasks that Prof. Olmedo asked them to address, and even a propensity to use English words or phrases when they couldn’t think of the Spanish term.

While the sample of students tested was extremely small, the results are of concern to us. Obviously we might need to implement changes at the curricular level as well as additional pedagogical strategies in the classroom, but we also feel the college policy on cancellation of low-enrolled classes should be revised; faculty, especially those teaching required courses for the major, now believe they must “invite” students into their class who do not have the appropriate level of proficiency to avoid cancellation.

So before we embark on a revision of course content, we need to reassess this PLO. And perhaps modified Oral Proficiency Interviews should be administered after students complete the language sequence (101-202), and again during the last two semesters of study, to provide a useful benchmark of student progress.

FACULTY

Karina Hodoyán (Associate Professor) is currently finishing up two collaborative projects--a manuscript on the life stories of Translatina Immigrants in California and another co-publication with CITRU and CELASA titled, *Performance y Arte Acción en los muchos Méxicos* with Josefina Alcázar. Amongst other artistic and literary collaborations, she worked with the Mexican Consulate of San Francisco in the exhibition and wrote the introduction to the published catalogue titled, "The Belly of the Beast: Exonome and Immigration." *Exonome Catalogue* (2009). She has been an active participant and collaborator of the NYU based International "Encuentro," first in Buenos Aires, where 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) and "Violeta Luna: Requiem," in *Narcomachine e-misférica* 8.2 (2010). In the last NYU Encuentro in Vancouver, she performed a "Round Dance Revolution" in collaboration with Idle No More. She also published 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). Prof. Hodoyán is currently the Director of the Center for Latina/o Studies in the Americas. Furthermore, she has been Coordinator of the Chican@-Latin@ Studies and Esther Madriz Program, and is currently a member of the Diversity and Undocumented Student Taskforces, as well as the Latin American, Chican@-Latin@, Critical Diversity Studies, and Gender & Sexuality Studies Executive Boards. Courses taught: Third Semester Spanish, Spanish for Heritage Language Speakers, Gender & Sexuality in Latina Literature, US-Mexico Border Studies, Divisadero Journal, Building Bridges-A Service Learning Class, First-Year Seminar in Latina/o Cultures in San Francisco, and Feminist Studies.

Pedro Lange Churión's (Professor) academic areas include Latin American Literature and Culture, Film Studies, Urban Studies, Comparative Literature and Critical Theory with an emphasis on Psychoanalytic Critical Theory. He has developed and taught multiple courses for the university and co-developed programs such as the Film Studies Minor and the Urban Studies Program. The following are some of the courses he has taught and developed at USF: *La ciudad latinoamericana en su cine*, *Intro to Film Studies* (Media Studies), *Dante's Divine Comedy* and *Borges the Readerly Writer* (Saint Ignatius Institute), *Urban Spaces and Social Values in American Film and Literature* (Davis Seminar and Erasmus Project), *The Ethics and Aesthetics of Evil* (USF program in Budapest), *Subversive Feminine Enjoyment in Film and Literature* (Spanish Program), *SII Symposium: the Cinema of Andrei Tarkovsky*, and *SII Symposium: Thomas Mann's The Magic Mountain*. (Saint Ignatius Institute). Currently he teaches *Mapas Alternos: Latin@ Communities in San Francisco and New York*, a class that involves telecollaboration with Queensborough Community College. 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 Baroque/Neo-baroque aesthetic in Latin America in its relation to the global discourse on Postmodernity. He has also written numerous scholarly articles on world film and Latin American contemporary literature, published in various refereed journals and magazines in the US, Europe and Latin

America. His most recent publications critically engage the cinema of Pedro Almodóvar, the cinema of Lucrecia Martel and European traveling literatures. Current research includes collaboration with Prof. Tanu Sankalia on Epistemologies of the Global South and a book manuscript, *Usurped: The Cinema of Shifting Identities*. This last project argues that films that feature shifting identities should be considered a sub-genre. Framing the argument within a psychoanalytical critical framework, the book will look at the ideological subtexts in the trope of shifting identities. Professor Lange is also a visual artist. He has written and directed various films, including *Crocodile* (USA, 2000), based on a short story by Felisberto Hernández. This film received a Remmy Bronze award for best dramatic adaptation at the Houston International Film Festival (2001). He also wrote and directed *Visitass* (Colombia, 2005), a full-feature narrative film that explores violence in Colombia. This film has garnered recognition as "Official Selection" in international festivals: Montreal, Toronto, Austin, Chicago, Granada, Brussels, Fribourg, Cartagena, and others. He has also directed various documentaries and produced experimental videos for *The Urban Unseen*, a multimedia exhibit organized by the Architecture Program for the Thatcher Gallery at USF. Currently he is working on a large-format photography project for an exhibit in Madrid that will feature victims and activists from the *Stolen Children* crisis in Spain. During Franco's dictatorship, the Fascist state stole newborn babies from their mothers with the complicity of the church and the medical establishment. The practice endured until the 90s and there is an estimate of three hundred thousand stolen children in Spain.

Nadina Olmedo (Term Assistant Professor) is the author of *Ecos góticos en la novela del Cono Sur* (Juan de la Cuesta Hispanic Monographs, 2013), and co-author of *Negrótico* (Editorial Pliegos, 2015), an analysis of the recent hybridization between Gothic and Hard-boiled novels and films in Latin America and Spain; she has also written book chapters on the subject for a number of edited volumes. Additional publications include academic articles in such peer-reviewed journals as *Letras femeninas*, *Monographic Review*, and *Romance Quarterly*; Professor Olmedo has presented her research in national and international conferences and, since 2011, served as the Associate Editor of *Polifonia, Revista académica de estudios hispánicos*. Her particular scholarly interests are Southern Cone Literature, Gothic Literature, Emergent Horror Cinemas in the Spanish-speaking world, and Women and gender studies. At USF she has taught Second Semester Spanish, Third Semester Spanish, Conflicts and Confluences in the Spanish-speaking World, Feminist Discourse, and The Revenge of the Monsters: Introduction to Gothic Fiction. She has also served as the 1st Year Language Coordinator for two academic years (2013-2015) and has organized various cultural events including the 1st Latin Horror Film Festival and "La mateada". She currently serves on the Latin American Studies Board and is the Sigma Delta Pi chapter advisor at USF.

Karyn Schell (Term Professor) 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, such as the Language and Culture Center Committee and the Spanish term-position and tenure-track search committees. She has been an advisor for students majoring and minoring in Spanish and has conducted several directed studies at the request of former students and has participated as a facilitator for the Spanish Conversation Tables. During the 2013-2014 academic year, Professor Schell was a contributing member of the Faculty Learning Network,

“Flipping the Classroom,” which created a number of online teaching resources for all USF faculty. During the 2014-2015 academic year, she supervised the creation of and designed the majority of the materials for the “Spanish 102 Hybrid Course Redesign Pilot,” which was conducted during Spring, 2015 and then officially implemented in Fall, 2015. During Summer, 2015, she designed all of the materials for the hybrid/flipped conversion of Spanish 101 (“First Semester Spanish”), which was implemented in Fall, 2015. Courses taught: First Semester Spanish, Second Semester Spanish, Third Semester Spanish, Fourth Semester Spanish, Intermediate Spanish Conversation, Fifth Semester Spanish, Foreign Language Teaching Methodology

Ana Urrutia-Jordana (Associate Professor) has published two books with Ediciones Universidad de Salamanca, the critical analysis *La poetización de la política en el Unamuno exiliado: De Fuerteventura a París y Romancero del destierro*, as well as her study of literature in exile, one of three sections in *Unamuno, de París a la República, 1924-1930*, published last year. The Basque writer Miguel de Unamuno continues to be the focus of her research and she is currently completing an annotated and critical edition of an unpublished diary written by Unamuno during the early months of his banishment from Spain by the Dictator Miguel Primo de Rivera in 1924. In addition, she has published critical articles in academic journals in the US and Spain. At USF, Professor Urrutia-Jordana teaches courses on Golden Age, 19th and 20th century Hispanic literature, including courses on Cervantes, the Generation of 98 and the modern Hispanic short story, as well as courses on Spanish culture (“Cultural Studies of Spain”) related to the Spanish-speaking world. She is also active in the teaching of Spanish language at USF. In the last several years she has developed a number of courses for the new major and minor (“Small, Round & Juicy: An Introduction to the Hispanic Short Story”, “*Don Quixote*,” “The Spanish Civil War: Literature, Film and the Visual Arts,” “Private Lives, Public Voices: The Generation of 98 and Autobiography”). From Fall 2010 until Spring 2012 she was co-chair of MCL, and has also co-chaired two faculty searches in the Spanish Studies program. She is currently the Director of the Spanish Studies program and serves on the Board of the Latin American Studies and the European Studies. Professor Urrutia-Jordana spearheaded the configuration of the new major and minor in Spanish Studies, developed the assessment plan for the program, and has promoted a number of initiatives to bring visibility to our program (including the organization of the Spanish Conversation Tables at USF, numerous cultural events on Campus, new courses, posting on Facebook as well as course advertisements).

Raquel Villamil-Acera (Assistant Professor) earned a PhD in Romance Languages and Literature at the University of California, Berkeley, a MA in Pedagogy of Spanish as a Second Language at the University of Salamanca (Spain) and a BA in Hispanic Philology at the University of Deusto (Spain). She has published articles and book chapters in *Hispania*, *Crítica Hispánica*, *Revista Iberoamericana de Lingüística*, *Teatro: revista de estudios culturales* and *Palgrave MacMillan* on twentieth-century Spanish Theater, Hispanic Linguistics, Comic and Tragic discourses, as well as on Gender and Social Mediation. Her current research focuses on the traces of the tragic in contemporary Spanish Theater and *copla*. She has taught courses ranging from Spanish Culture and Civilization, Introduction to Linguistics, Phonetics and Phonology, Spanish for Law Enforcement, Spanish Translation Techniques, to all Spanish language levels. She has participated in study abroad programs in Madrid, Seville and Bilbao.

STUDENTS

As is true for any university department, the Spanish Studies program 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.

Since our previous external review in 2010, after revising our curriculum to emphasize cultural and interdisciplinary studies as well as literature, our target audience now includes students that want to apply their Spanish-speaking skills and studies to other academic fields and professions, such as Education, International Studies, Latin American Studies, Theology, Art 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 I,” and Spanish 222, “Spanish for Bilinguals II,” 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 every semester. Students have the opportunity to meet faculty members, learn about the major requirements, and familiarize themselves with the advising process. The full-time Spanish Studies faculty also attend the USF sponsored Major and Minor Fair and the MCL sponsored Language Fair, which are both held during Fall Semester to advertise the Spanish Studies major and minor. Expectations are also communicated to students in individual advising sessions with various full-time faculty members to whom the advisees are either assigned randomly by the MCL program assistant or sought out by the students themselves after they have taken their classes or encountered them during proficiency assessments. The Spanish Studies faculty have strived to maintain the quality of the advising program via regular communication during department meetings and email exchanges among each other and with the part-time faculty, as well as direct communication with the advisees. Students have repeatedly demonstrated great appreciation for the individualized attention they receive, as well as the flexibility with which credit is granted toward their major and minor requirements (e.g., classes they have taken during study abroad programs).

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, Theology 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 in 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.

Diversity and Internationalization

The Spanish Studies program embraces the University’s main objectives of commitment to excellence across the board by our dedication to diversity, Jesuit Service tradition, local community involvement, and a global perspective. Spanish Studies 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. Therefore, 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 Spanish-speaking 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 Studies 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, four are of Hispanic or Latin American descent, and one is Caucasian; in terms of gender, we have four women and one man. The MCL office is staffed by a Latina Program Assistant, and also several undergrad assistants of various ethnic backgrounds. 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 Studies 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 work as advocates for the Spanish-speaking immigrant community in San Francisco. Prof. Schell is in the process of developing a second, a Spanish Pedagogy course where students will teach basic Spanish-speaking skills to non-profit health workers in San Francisco.

Additionally, more courses that teach the history of Spanish-speaking immigrants and train student labor advocates for Spanish-speaking laborers are being created with the plan to turn these courses into internships for our Majors and Minors. In particular, we have initiated a collaboration with the Law Clinic at the USF Law School where students work as Spanish-speaking advocates for immigrant clients.

Since our previous external review in 2010, after revising our curriculum to emphasize cultural and interdisciplinary studies as well as literature, our target audience now includes students that want to apply their Spanish-speaking skills and studies to other academic fields and professions, such as Education, International Studies, Latin American Studies, Theology, Art and any profession that involves contact with Spanish speakers.

Internationalization

As a de facto second language in California (and, arguably, much of the US) our faculty is involved in several programming initiative 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), which invites both local and international Spanish speaking artists to discuss the role of social justice in their art and community. Prof. Urrutia-Jordana

continues to work closely with the Consulate General of Spain in San Francisco to support programming and student opportunities such 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.

Students of all levels are encouraged to attend linguistic and cultural events both on and off campus to improve their language skills. The Spanish program 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 the Center for Latina/o Studies in the Americas (CELASA), Latin American Studies, International Studies, Ethnic Studies, Theology and History and other departments. High achieving students are invited to become members of Sigma Delta Pi, the National Collegiate Hispanic Society.

The MCL and the Spanish Studies 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.”

TECHNOLOGY

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 or wikis (for example blogspot.com), wikis (such as wikispaces.com) or the wiki that can be configured using Canvas, or the Discussion Board, which is available on Canvas. Many also use “Audacity” (a free on-line program) or the video and/or audio options in Canvas to make recordings. The instructor either gives a demonstration him- or herself 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 coordinator to do so.

With respect to curriculum delivery, 100% of the Spanish instructors use Canvas portals to distribute teaching materials and provide their students with additional pedagogical and cultural materials. These portals can also be used in Smart Classrooms in order to access specific materials or links. In addition, the Spanish Writing Center and the First Year Spanish

Conversation Program use Canvas portals for their programs, and there are specific portals 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. These applications are primarily used for listening and reading comprehension, but they 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 and MCL faculty.

COMPREHENSIVE 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.² 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 classes into the upper-division courses offered in the program. We must do so consistently so that we constitute a vibrant and cohesive program, one whose classes are not affected – semester-in and -out – by dwindling enrollments and the lamentably not infrequent cancellations of upper-division classes because minimum enrollment requirements are not met.

² Carlos J. Alonso “Spanish: the Foreign National Language”, *Profession 2007* (2007): 218-228.

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, theoretical texts or any other text 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 from 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”.³ 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 can be an uphill battle. Added to this is the clear mandate from the US administration to prepare students for STEM careers and the related decline in the humanities this mandate has yielded. USF is a good case in point. During the last year’s convocation the Dean of Arts and Sciences, Marcelo Camperi, shared concerning news that the total enrollment for the humanities across the college was a mere one hundred students.

However, given that the college has a language requirement and given that Spanish classes have significantly larger enrollments than other languages offered by MCL, we believe ourselves to be in an advantageous position to recruit students for our Spanish major and minor and begin reversing the national trend.

We have put in place strategies seeking to not only bridge the gap between upper and lower-division classes, but also to promote in our students a passion for reading.

Based on the *Self Assessment Plan for the Spanish Program* we have reconfigured our major and our courses so that our students can perceive a broader and more cohesive curriculum, one that incorporates both the language and the distinct cultures of the Spanish-speaking world.”⁴ 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 textbooks at this level, advocating instead for 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

³ Chris Hedges, *Empire of Illusion: The End of Literacy and The Triumph of Spectacle* (New York: Nation Books, 2009),44.

⁴ The *Self Assessment Plan for the Spanish Program* was developed and written by Associate Professor Ana Urrutia-Jordana from the Spanish Program, in 2008.

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 Prof. 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 the 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. As well coordinated and relevant as this facet of the SWC is, we are inclined to revise the purpose of the SWC and use its limited resources to accommodate upper-division students on a regular basis. As our current chair Zhiqiang Li convincingly argues, part-time faculty are getting paid in the SWC to do work with students to improve their writing skills, which they should be doing as part of the language classes they teach.

The Conversation Tutoring Program, given its reliance on students who are native-speakers, does not always work effectively. Student-tutors sometimes skip their appointments. And since this program is linked to the language classes, not all students are profiting from the program. In light of numerous complaints about the overall effectiveness of the Conversation Tutoring Program, we will continue to assess its effectiveness by monitoring student-tutor reliability in showing up to their scheduled appointments and by consulting with Spanish instructors on the impact of the tutoring program on students conversational skills.

In the recent past we have lost four professors, most of them specializing in Latin America and/or Latino Chicano studies, one in Peninsular literature and linguistics. In 2013, the administration created a term-appointment line for sabbatical replacement that resulted in a national search after which we hired Prof. Nadina Olmedo. The College continued using “salvage” to assist the program with one more full-time faculty teaching language courses and service in support of language instruction in the Spanish program. In spring 2016, we successfully completed a search for a tenure-track line that resulted in hiring Prof. Rakhel Villamil Acera. She replaces a retired faculty member, Prof. Martha Schaffer. Prof. Villamil Acera will teach Peninsular literature, linguistics and Spanish. Her experience coordinating language programs and teaching translation are potential assets for the future of the Spanish program.

Carlos Alonso, whose recommendations for the future of Spanish Programs we have followed closely in our revision of the major, states that: “ Department 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”.⁵ All full-time faculty members in the program agree that Prof. 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.

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 view 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, 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. The class should take place outside the classroom and be organized as a series of weekly immersions in urban environments where Spanish is regularly used: NGO’s, civic organizations such as the Women’s Building, cultural venues such as the Mission Cultural Center, Galería La Raza and embassies and their cultural attachés from Latin America and Spain who frequently organize political, cultural and artistic events in the Bay Area.

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

⁵ Carlos J. Alonso, “Spanish: The Foreign National Language”, 277.

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, failure to prepare students for 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 School of Nursing, in the School of Law, in the School of Management, and in the School 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 in collaboration 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 on-site by faculty members from the USF Spanish Program. In the spirit of cooperation with universities abroad, we should also welcome the possibility of faculty and student exchange with partner universities.

6. With the leadership of our new hire, we should create a translation certificate to complement the major. Offering a certificate in such a concrete skill promises, on many levels, to be a good initiative to attract students. First of all, cultural, political, social and economic relations among countries in the Americas and between the US and Spain, makes such a certificate an attractive skill and enhances our students’ employment prospects. Secondly, a translation certificate in the Spanish program could help us streamline the way we market our program and the benefits of declaring a major in Spanish. And finally, a certificate in translation could help us identify possible internships and employers.

7. We should make a more targeted effort in recruiting students from high school, particularly students from institutions with good AP programs in Spanish. Faculty make the best ambassadors of the program. Scheduling one visit per semester to high schools where faculty

members from the Spanish Program could guest lecture is a potentially good strategy to attract students. We should also organize a yearly conference during the week of orientation for parents and potential students, featuring as guest speakers alumni from the Spanish Program who now have successful careers. Many of our students have pursued graduate programs in Spanish and Education; others have entered diverse career paths ranging from advertising and marketing to other areas of business, among others. We should get specific percentages on student career choices and graduate studies to enable us to offer specific data to parents and prospective Spanish majors and minors. Sociology organizes such a conference every year.

8. The Spanish Program should continue to organize events such as exhibits of students' photo-essays (connected with upper division classes), Marathon Readings of major work by Latin American, Spanish and/or Latin@ authors, Conversation Tables, and Musical events such as Villancico sing-alongs. Whereas it is true that many programs in the college of Arts and Sciences organize relevant programming, the Spanish Program's events are special because they are organized specifically to include student direct participation. We should promote this aspect of our programming.

9. Spanish faculty members have proposed the idea of visiting universities in the country where languages are thriving. Middlebury College is one of them. With the support of the administration a group of faculty members from the Spanish Program should form a task force and visit such institutions to have a clear as to why language programs in these institutions are successful, thereby defying national trends.

10. Inspired by the surge of Transatlantic Studies in the last two decades, the faculty in the Spanish Program has contemplated the possibility of developing a Masters Program in Transatlantic Studies. The climate in the university seems to favor the development of Masters Programs and many have been developed in the past decade. While these programs are profitable for the university, they also enhance the intellectual standing of the disciplines in which they have been created. Julio Ortega's work on Transatlantic Studies in Brown University is particularly relevant to our program because it offers an interdisciplinary umbrella which incorporate aspects from both social sciences, theory and the humanities. According to Ortega:

*Trans-Atlantic studies has grown from the reconsideration of Europe and the America's modern process of cultural exchange and later inquiries concerning early modern colonial/metropolitan interactions, and has been invigorated by post-colonial theory and migration and border studies. In the Humanities, it tends to focus on the cultural configuration of styles and forms that moves back and forth between Europe and the Americas, as well as on translation, travel literature, and dialogical works of fiction. It could be argued that Trans-Atlantic studies belong to the present "post-theory" situation (defined by Ernest Laclau as the need for more empirical work). Also, this new area follows the advice advanced by cultural history: to be free of enclosed positivistic disciplines but also from the hermeneutics of merely discursive "constructions."*⁶

⁶ Quoted from the Internet: <https://www.brown.edu/academics/hispanic-studies/julio-ortega>

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.

Chinese Studies (Minor)

Mission

The Mission of the Minor in the Chinese Studies Program is to provide a Chinese education to foster development of strong linguistic competence and cultural competence in a globalized world. The Program offers a variety of courses in Chinese language, literature and cinema, and is designed to serve students who wish to cultivate an understanding of and appreciation for Chinese culture and society and to develop intermediate to advanced level language skills that may be used for professional purposes.

The Mission of the Chinese Studies Program is closely aligned with the USF Mission (<https://www.usfca.edu/about-usf/who-we-are/vision-mission>) in three ways. First, the Program offers the “knowledge and skills needed to succeed as persons and professionals” and “values and sensitivity” for effective social and professional interactions, especially in a time when China has become an increasingly important global player. Second, the Program promotes “high quality scholarship” and upholds “academic rigor.” Lastly, the courses and public programs offered by the Program “draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen” its educational endeavors.

Brief History

Professor Zhiqiang Li was hired in 2006 as the program’s first tenure-track faculty. The Program curriculum was subsequently revised and expanded to include more language course offerings. The revised requirements are more balanced in helping students to acquire intermediate-level language proficiency and to build a solid background in Chinese culture and literature. Student enrollment and the number of students declaring a Minor in Chinese Studies accelerated to a peak in 2007-2008 academic year, and then started to taper and level off in recent years.

Responding to the findings and recommendations from the previous academic program review of 2010, the Program made its second tenure-track hire in 2014. Professor Wei Yang teaches both Chinese language and courses in literature and film, and has been serving as the program’s coordinator since she joined USF in Fall 2014.

In addition, given the expansion of the Program in terms of course offerings and student enrollment, the number of part-time faculty has also increased. Currently, there are four part-time faculty members teaching for the Program regularly: Josephine Tsao, Wenchang Chang, Wan Liu, and Yachi Teng.

Learning Outcomes

Students who complete a Minor degree in Chinese Studies are expected to have attained an intermediate level of proficiency in Mandarin Chinese based on ACTFL standards, to have cultivated a sensitivity for and awareness of the people in the Chinese speaking world, and to have developed the ability to evaluate and think critically about the complex cultural tradition of

Greater China, both ancient and modern. More specifically, students are expected to have attained the following goals upon completion of Minor in Chinese Studies:

1. To reach an intermediate level of proficiency in Mandarin Chinese
2. To demonstrate critical understanding of contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.
3. To develop the ability to analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese, as well.

The program has been successful in recruiting heritage learners in our language classes. Going forward, an important goal of the Program will be to attract and increase the number of non-heritage learners as well. Our cultural classes serve an important role for attracting international students, but it is also important to maintain a balance of domestic and international students. This balance is important for both sets of students to engage in cultural exchange and share different perspectives on Chinese culture.

Curriculum

General Overview

The Chinese Studies program distinguishes itself in its focus on the following three aspects of language acquisition: balanced development of student's linguistic and communicative proficiencies; connection between language learning and traditional Chinese culture and contemporary Chinese society; and, serving the local Chinese community. We hold the view that language is the most effective means of communication that human beings possess. We strive to educate students who are both linguistically and culturally equipped to communicate in Chinese. The rapidly growing Chinese student population on campus and the Chinese community in San Francisco provide students with great opportunities to interact with native Chinese speakers and make contact with the living Chinese culture and society. In return, students will be able to give back to the Chinese community through activities such as teaching ESL conversation classes to new Chinese immigrants in San Francisco Chinatown and engaging in other service learning opportunities outlined in our CHIN 330 course.

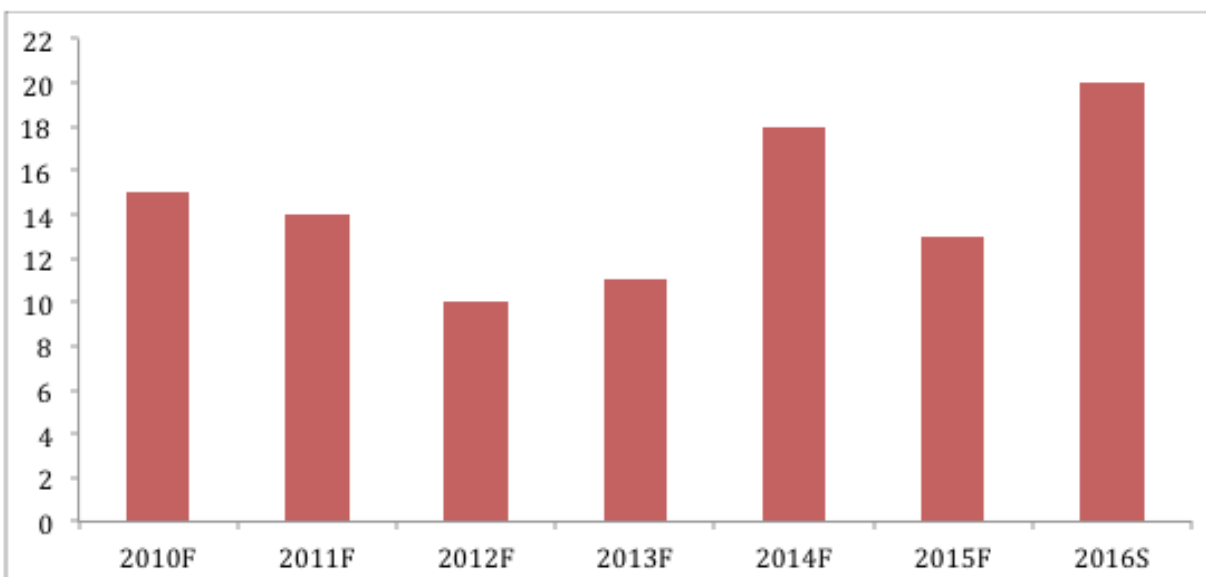
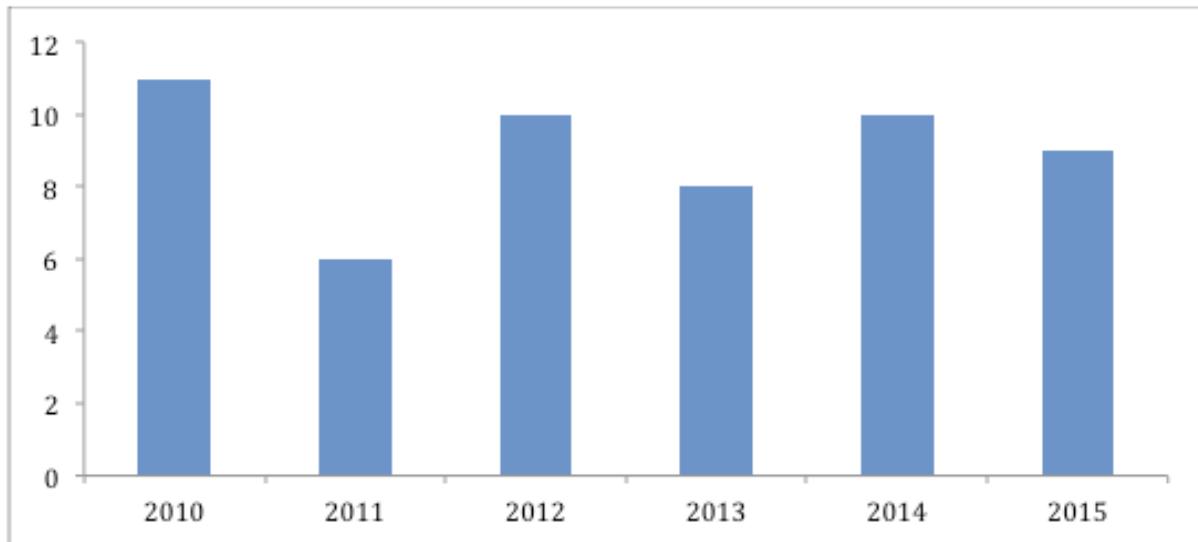
The Minor degree requires completion of 24 units in Chinese Studies. Students working towards the minor degree are required to take four semesters of lower-division language class, one advanced language class, and one class in either Chinese literature or film. Some of these courses can be substituted by courses taken abroad.

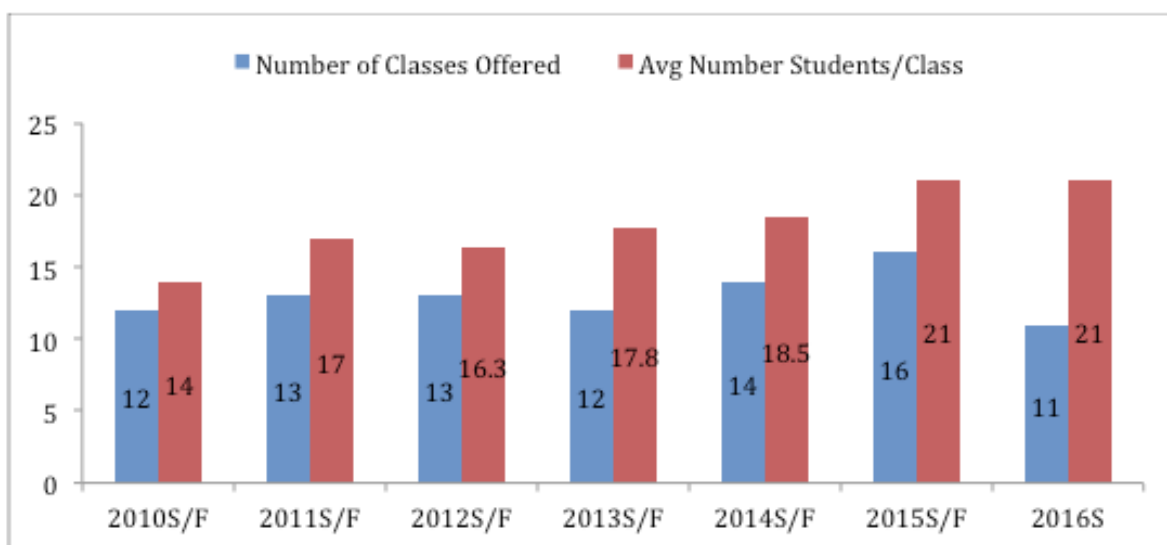
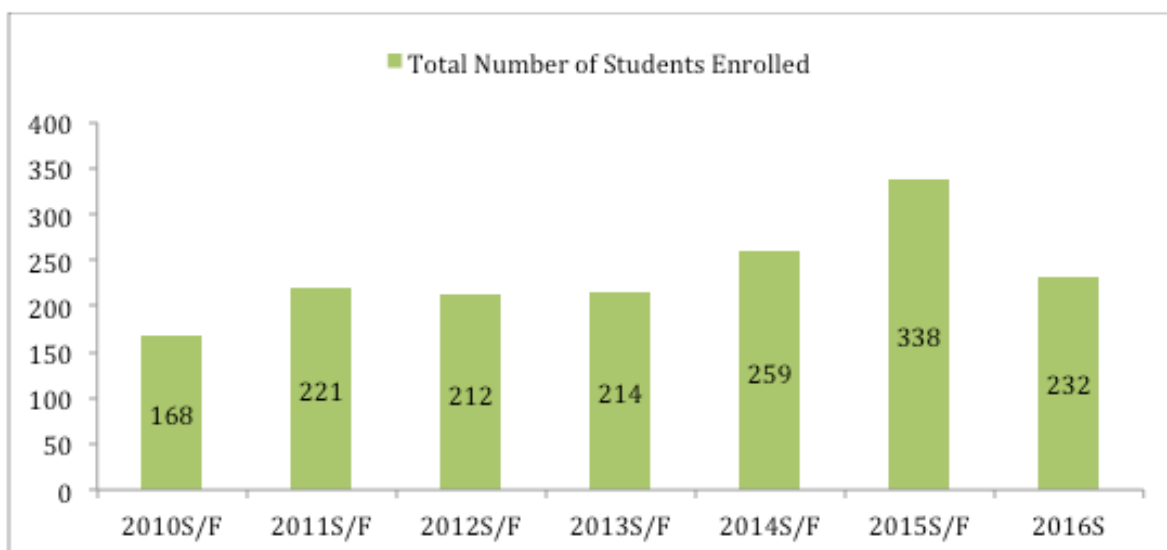
Asian Studies majors can take four semesters of Chinese or Japanese language courses to fulfill their foreign language requirement. Some upper-division Chinese Studies courses count toward Asian Studies Major or Minor as electives. Moreover, the Asian Studies Minor (20 units) fulfills

regional requirements for the International Studies Major. Therefore, Chinese Studies minors can easily major in Asian Studies or International Studies.

As the following charts show, the number of students graduating with a Chinese Minor degree has remained largely steady since 2010. However, the amount of students enrolled in courses offered by the Program has significantly increased.

Number of Minors graduated each year (Spring and Fall)



Number of Course Enrollment (not including directed studies)

As the numbers indicate, the overall and average enrollment of the Program is healthy. The trend is largely similar to what happens in other universities in US. Students are becoming more interested in taking Chinese and China-related courses, and there is an increasing number of international students from China who are interested in studying Chinese culture from a Western perspective. At USF, the hiring of two tenure-track faculty members in 2006 and 2014 allowed us to revisit the curriculum, redesign the course offerings and build a stronger connection with Chinese community on and off campus. With the growing interest in China and Chinese language, we look forward to further increase in student enrollment in both our language and culture courses. Please note that we only have half the year's enrollment figure for 2016 (fall figures are not yet available.)

The current Program curriculum was first proposed by Professor Zhiqiang Li and approved by the College Curriculum Committee in 2007. The curriculum is designed to foster balanced development of basic linguistic skills in listening, speaking, reading and writing on the one hand, and help students develop a basic understanding of Chinese culture and society on the other.

The curriculum is similar to other Chinese Studies programs in many U.S. universities such as Tufts University, Boston College, UC Berkeley and San Francisco State University in terms of the curricular content and the total number of class hours needed to implement the curricular content. However, many comparable Chinese Minor programs require at least two, instead of one, content courses. Faculty in the Program have recently discussed the possibility of revising the Minor degree requirements to emphasize the cultural competency aspect of our learning outcome by increasing the amount of content courses to two, but eventually decided against it in the hope of improving Minor enrollment for the near future.

Nonetheless, there are three ways in which our curriculum is different from the aforementioned institutions:

- (1) The Chinese conversation tutoring program, required for the first two years of Chinese classes. Initially, students were divided into small groups of 3-5 and met with a Chinese tutor for an additional hour weekly to practice conversational skills in Chinese. From Spring 2016, the format of the conversation tutoring program was changed from small group meetings to one-on-one meetings, in order to eliminate the stress some students may feel in a group setting, help students to increase focus, and provide more individualized support. In this new format, each student in the lower-division language classes meets with a Chinese tutor for 15-20 minutes every week. The Chinese faculty members select, train, and work with the language tutors closely throughout the semester to ensure that the conversation practice is appropriate to the student's level of proficiency, and it reinforces what they have learnt in class.
- (2) The service-learning component in the curriculum. We strongly believe that learning is an essential component of student's education at USF. Through service learning, students will have an opportunity to use what they have learnt in class to contribute to the development of local community. Professor Steve Roddy has developed a service learning course CHIN 330 and offered it in Spring 2014.
- (3) The Program offers two First-Year Seminars, "Shanghai and San Francisco: A Tale of Two Cities" and "Global Chinese Cinema". These courses draw from the rich cultural and historical resources of the San Francisco Bay Area to enrich its academic and educational experiences and to strengthen community ties. The most common sites visited by students in these courses include SF Chinatown, Chinese Historical Society of America Museum, Asian Arts Museum, Angel Island, Alcatraz, and Center for Asian American Media Film Festival (CAAMFest).

Undergraduate Program

Minor in Chinese Studies requires 24 units. Please see Appendix III:1 for the required course and electives for Minor in Chinese Studies. The course descriptions are given in Appendix III:2. The courses are structured in such a way that they reflect three key components that we deem essential in the curriculum: foundational language courses, courses in Chinese culture and literature, and advanced language courses. Students who minor in Chinese Studies are expected to acquire an intermediate level proficiency in Chinese and also have an adequate understanding of Chinese culture, literature and society. The required courses and electives are generally offered once every year. Given the frequency of our lower-division and upper-division courses, students haven't experienced any major difficulties in meeting graduation requirements.

Currently the Program offers four lower-division language classes (101, 102, 201, 202), one upper-division language courses (301); two lower-division literature and film classes (195-01, 195-02), and four upper division literature and culture classes (330, 350, 355, 361). We have established specific learning outcomes for each course in terms of linguistic, communicative, and cultural competency, which are included in Appendix III:3. There is no prerequisite for First-Semester Chinese (101) and non-language courses; in addition, our non-language content courses fulfill different University core requirements, for example, Core Area C1 for Literature and Core Area F for Performing and Visual Arts. Some carry Cultural Diversity or Service Learning designations too. Their learning outcomes are closely aligned with the program goals (2 and 3) of the Chinese Studies program.

The average class sizes of core course, required minor courses, and electives are listed below.

Class type	Language class (Lower- and Upper-division)	First-year- seminar	Upper-division literature and culture class
Cap number	22	16	40

Currently, all Chinese language classes are capped at 22, which is consistent with the size of other foreign language classes offered at USF. Given the level of difficulty of Chinese to native English speaker, we believe a smaller class size (18, for example) will help better achieve the learning goals and outcomes of the Chinese language curriculum.

Due to the increased amount of international students from China in recent years, the demand for Chinese culture classes taught from a Western perspective has continued to rise. This change has facilitated a significant expansion of our culture course offerings. Prior to Fall 2014, when Professor Wei Yang joined the Program as a tenure-track faculty member, the Program used to offer one culture course per semester. Since Fall 2014, the number of culture courses offered per semester has steadily increased – two in Fall 2014/Spring 2015, three in Fall 2015, 4 in Spring 2016 – and all these courses were fully, if not over, enrolled. While the strong enrollment trend is good news, the instructors of these courses have regularly encountered challenges related to student learning, from facilitating class discussion, maintaining reading requirement, to assessing written assignments. While these problems are not exclusive to our culture classes, nor can most of these problems be remedied within a semester, we believe a small class size would allow the

instructors to explore and experiment new teaching strategies specific for an international classroom, to facilitate student engagement, and to give more individualized feedback on important assignments such as writing. Currently, the cap for our culture classes is 40. We recommend the number be reduced to 25 or 30 to best achieve the course learning objectives.

Meanwhile, many efforts have been made on the part of the instructors to incorporate new perspectives, ideas and approaches to enhance student learning. All our faculty members for the culture courses face the unique challenges of not only teaching the knowledge and methodologies of our own disciplines, but also, in a more urgent sense, helping international students who are new to the U.S. higher education system to adjust to the American academic culture and expectations. Given the increase in the number of content courses and the hiring of an additional faculty member in 2014, the Program coordinator is able to visit all culture courses at least once a semester, check in with instructors regularly; and all instructors provide feedback that will contribute to the revisions of course content, evaluation methods, and teaching strategies. In addition, the coordinator also attended various teaching workshops offered on campus and joined the Faculty Learning Community (2015-16) that is exclusively focused on the “Practical Strategies for Working with International Students”. The coordinator intends to share the findings with other members of the Program and discuss how they might inform our teaching.

The recent change of student demographic has also affected the enrollment of Business Chinese (310). The course was first offered in 2008 and had attracted sizable domestic students who were pursuing a degree at the School of Management. However, recently, the majority of students at the School of Management are international students from China, which stalled the demand for the course and we have no plan of offering it again in the near future.

Although we have been able to provide students with a well-structured sequence of language classes and a variety of culture course with satisfactory enrollment, there is room for further improvement. Third-Year Chinese, the required upper-division language course for Chinese Minors, were offered as full class three times since 2010 (in F2014, F2012, and F2011) with an average enrollment of 13 students, although the course was in constant demand and offered as a directed study in other academic years. Advanced Chinese (302), the continuation to Third-Year Chinese (301), has not been offered for years. The course was listed once in 2008, but was later cancelled because of low enrollment, mainly because it is not a required course for Minors in Chinese Studies.

It is the main goal of the Program to increase enrollment in our upper-division language classes and the number of Chinese Minors. Professor Zhiqiang Li is in the process of planning an intensive beginning language class (110) and plans to offer it for the first time in Fall 2016. 110 is designed for Chinese heritage speakers who have basic knowledge of conversational Chinese but have not received formal instruction in the language. Eventually, we will offer two tracks of language class: regular track (for students who have no linguistic background or cultural connection) and heritage track (110, 111, 121 and 122 for four semesters). The establishment of the heritage track makes sense from a demographic perspective given that 22.2% of USF student population are Asian Americans (<https://www.usfca.edu/about-usf/what-you-need-to-know/facts-statistics>).

The Program also plans to offer some, if not all, new culture courses listed below in the next five years:

- Modern Chinese literature
- Chinese Visual Culture
- Women and Gender in Chinese literature and culture
- Chinese Linguistics course (taught in Chinese)
- Classical Chinese
- Fourth-year level and Fifth-year level advanced Chinese classes
- Class on Chinese calligraphy

It is the top priority of the Program to ensure uniformity across the curriculum. The syllabus and weekly schedule for each course are first discussed at the program level and finalized by the Program coordinator before each semester begins. The coordinator checks in with faculty regularly during the semester about the actual implementation of the plans, and calls for an end-of-semester meeting to address enrollment, pedagogy, and other teaching-related issues. Faculty use the same textbooks and tests for all sections of each course. The instructors responsible for creating a test will also provide a teacher copy of the test, which includes the standard answer and the grading rubric for each question. In addition, we have developed a large amount of supplementary teaching materials, which are shared by all faculty members. A Canvas shell is created to host these materials. For language classes, for example, such materials include audio files, video clips, character sheet, preview worksheet, review sheet, text translation, and homework assignment. We also created PowerPoint slides to present grammatical patterns, use of new words/phrases, and conversation activities for every chapter. Similarly, faculty members teaching different sessions of the same culture courses meet several times a semester to compare notes and discuss teaching strategies; with slight variations of course content, all sessions share the same syllabus, grading standards, and learning outcomes to ensure uniformity and consistency.

We offer students several opportunities to pursue short-term, semester-, or academic year study-abroad programs in China. The Center for Global Education at USF sponsors two semester or academic year programs in Beijing through Loyola University Chicago. The program is called “the Beijing Center”. Students enrolled pay USF tuition, and once they finish there, will transfer all credits back to USF. The Chinese program has collaborated closely with Chinese Consulate General in San Francisco since 2008 on recommending USF students to receive the Chinese Government Scholarship, which sponsors the recipient’s study of Chinese language in a Chinese university for a period of a year. The scholarship covers all costs except round-trip international flight. So far, about 10 USF students have received the scholarship. As recently as 2013, [Name Redacted]

(Psychology Major, Chinese Minor) was awarded the Chinese Government Scholarship to study in China for one academic year from September 2013 to July 2014. She studied at the Fudan University in Shanghai, where she spent a month on a summer scholarship in 2011.

The Program hosted the Chinese Proficiency Test (a.k.a. HSK) from 2006-2011. People who take HSK are eligible for the HSK short-term Chinese study scholarship in the summer (four weeks). Eight USF students have taken HSK since 2006. Of the students who have taken the

HSK, two applied for the HSK scholarship, and both were awarded the scholarship. In 2011, the Program stopped offering the test because of the huge time commitment on the program.

Admission and Transfer Policies

There are currently no requirements for admission to the Program. However, for those who have a background in Chinese or have taken Chinese courses before, they can take the online Chinese placement test. Based on their score, they will be placed into the class that is most appropriate for their proficiency level. The current placement test was re-designed in 2006. Students who take the placement test will get the score immediately. The score are being sent to Dean Office and the coordinator of the Program at the same time.

Students studying abroad on USF-approved programs can transfer their credits earned overseas upon discussion with the Program coordinator and The Center for Global Education.

Advising

We consider advising an integral part of students' educational experience in the Program. The two full-time faculty members of the Program advise students who have declared a minor in Chinese Studies. The advisors meet with students individually to go over the degree requirements and help the students develop an academic plan to take the required courses in order. Students are encouraged to meet with the faculty to discuss the progress of classes throughout the academic year.

Academic Quality

Language, culture/society, and service are three key components of our curriculum. The Program curriculum challenges students with rigorous and intensive training in Chinese language and provides cultural knowledge that allows students to develop a better understanding of the region. The foundational language courses prepare students to communicate effectively in Chinese on topics of daily life. The culture and literature courses offer students a wide range of perspectives in Chinese culture and society. We are situated in a unique place, where our students have an extremely easy access to a rapidly growing Chinese student population on campus and one of the largest Chinese communities in the US off campus. According to the 2010 United States Census, 21.4% of San Francisco residents are Chinese Americans. San Francisco has the highest percentage of Chinese Americans as part of its overall population. We believe that we have developed a unique program that compares favorably to the undergraduate program at any national liberal arts college.

Our department offers a wide spectrum of courses on foreign languages and cultures. There have been extensive intra-program interactions between faculty members of different programs. These interactions provide a valuable opportunity for faculty members to exchange views and experiences on teaching practices, pedagogical innovation, and technological integration. The Chinese faculty members have been actively involved in these collaborative activities.

We are pleased with our current curriculum. There are three areas we hope to improve upon.

First, we wish to establish two language tracks (heritage and non-heritage) in our lower-division language classes – Dr. Li is in the middle of creating the beginning level language course for heritage learners, which is expected to be offered in the Fall of 2016 – with the ultimate goal is to increase the enrollment of our upper-division language courses (301, 302) and develop advanced-level language classes for future Chinese majors and at the same time to meet the needs of students from China. Second, we will continue to explore effective teaching strategies and evaluation methods for a dominantly international population in our culture classes, while seeking administrative and recruitment support to diversify our classrooms. Third, we plan to expand our culture course offerings to include more thematically organized courses on topics such as gender, visual culture, and other issues relevant to contemporary society.

Assessment of Student Learning

The Program Learning Outcomes of Chinese Studies are reflected in all Course Learning Outcomes, and a careful assessment of these is performed in all classes (see Curriculum Map in Appendix III:3). Students' success is measured by written and oral performances, including presentations, essays, multimedia recordings, and examinations. Rubrics are used for feedback and grading in all courses.

In language courses, the *Learning Objectives and Guidelines for Speaking and Writing* established by the American Council for the Teaching of Foreign Languages (ACTFL) is the basis for evaluating students' achievements and progress. Students' reading, writing, and listening proficiency is assessed based on written and oral assignments, chapter tests, and final written and oral examinations in all language courses.

While there is a fairly wide spread in individual grades, almost all students enrolled in Chinese studies classes reach the Course Learning Outcomes, and the vast majority of students signing up for the Chinese Minor complete the degree and satisfy the expectations of the Program Learning Outcomes.

Assessment of learning outcomes is an essential component in our curriculum. We approach it from the perspectives of instructors and students. Within the Program, instructors who teach different sections of the same course share the syllabi, weekly schedules, requirements, quizzes and exams. This allows us to ensure the same standard of assessment applied equally to students taught by different instructors. All faculty members use the quantitative BLUE teaching evaluation forms at the end of each semester. The Program coordinator hosts at least one meeting for all full-time and part-time instructors every semester to teaching efficiency of individual classes, including revisiting and revising, if necessary, the course learning outcomes. Instructors designing new courses run their ideas by full-time faculty members, making sure to prioritize how the new courses will contribute to overall program outcomes. One thing we would like to do in the future is to supplement the SUMMA evaluation forms with qualitative evaluations at mid-term and the end of semester, that ask students to self-report on fulfillment of learning outcomes as stated on the course syllabus. For the student's perspective, the College stipulates that "[t]he minimum passing grade to advance to the next level of a language course is C-," and "[a] grade lower than C- does not satisfy the USF foreign language requirements." Specific learning outcomes, which cover both linguistic competence and communicative competence, are

measured by the achievement tests that we use in class. They include homework assignments, written quizzes and tests, oral presentations, one-on-one oral interviews, and writing assignments.

Learning outcomes are clearly stated on all course syllabi. The instructors explain the learning outcomes to the students on the first day of class. The student's grades on quizzes, exams, oral presentations/interviews, and written assignments are all posted on Canvas in a timely matter so that students can gauge their performance. For language classes, the instructors schedule individual meetings with students to go over their mid-term progress report. The progress reports include student's attendance, grades, instructor's comments on student's performance, and the projected grade for the course. Instructors of our First Year Seminars administer similar advising meetings for individual students enrolled in their classes, although the meeting sometimes involves general advising on student's academic life at USF as well.

Faculty

Demographics

Associate Professor: 1 Asian Male

Assistant Professor: 1 Asian Female

Adjunct Professors: 4 Asian Females

The faculty members in the Program are trained in the appropriate areas relevant to their teaching. Teaching assignments are discussed among full-time faculty members of the Program in consultation with all instructors and finalized by the Program coordinator. We enjoy teaching our classes. In response to the various opportunities and challenges brought by the recent changes in student demographics at USF and ever-evolving classroom technology, we are actively exploring new methods to improve pedagogical efficiency, including creating PowerPoint presentations for most lecture sessions, using poll/study apps such as Socrative.com to engage and assess students as they learn, and embedding assignment rubrics on Canvas. We are also experimenting with online pre-class quizzes, exams and homework assignments. In addition, we are actively seeking to diversify and expand our course offerings into a four-year curriculum, as recommended by the 2010 department review. Fortunately, the Program curriculum is flexible enough to allow such innovations and our full-time faculty is very supportive and enthusiastic about new course development.

Individual faculty profile:

Professor Steve Roddy is Professor of Chinese and Japanese Studies. He teaches Chinese Literature in Translation (355), First-Year-Seminar on "Shanghai and San Francisco: a Tale of Two Cities" (195-01), and the Chinese service-learning course (330). More information about Prof. Roddy's teaching, research and service can be found in the Japanese Studies Program Self Study.

Professor Zhiqiang Li is Associate Professor Chinese Studies and Linguistics. He teaches all levels of Chinese language courses (Chinese 101, 102, 201, 202, 301, 310), Traditional Chinese Culture (350), and Introduction to Language and Linguistic Theory (INTD 365). Professor. Li earned Ph.D. in Linguistics from Massachusetts Institute of Technology in 2003. Since then, he has been teaching Chinese at Boston College, Tufts University and University of San Francisco.

He is an expert in phonetics and phonology, particularly Chinese tones. He has been actively involved in Chinese Language Teachers Association in California, and was invited to give talks on teaching Chinese tones and phonetics.

Prof. Li's research focuses on two broad areas: linguistics research in phonology and phonetics, and pedagogical research on teaching Chinese as a foreign language. As can be seen from his CV, he has been publishing and presenting research on intonation structure of Mandarin Chinese, tone movement in the framework of Optimality Theory, interaction of stress and tone in Mandarin Chinese, distinctive feature theory, sentence-final particle and intonation, teaching intonation in Chinese, study abroad programs, Heritage Language Learners and Advanced Chinese teaching.

Prof. Li coordinated the Chinese program from 2006 to 2014. From 2014, he has been serving as the department chair. He will resume coordination of the Chinese program in Fall 2016. He served on important committees in the College and the University such as College Curriculum Committee and Arts and University Peer Review Committee. He is currently the chair of the Arts Peer Review Committee in the College. He also serves on the University committee on Retention and Perseverance. He was elected and served on the Board of the International Association of Chinese Linguistics from 2014-2016. He has been invited to review manuscripts and submissions for many linguistic journals. He co-organized the 24th North American Conference on Chinese Linguistics in 2011. He recently hosted the Fifth International Symposium on Chinese Dialects Spoken Outside China, held at the University of San Francisco from July 15 to 17, 2016. As recently as April 3, 2016, he was invited to present in a panel at the annual conference of Association of Jesuits Colleges and Universities on Engaging Chinese Students, held at USF.

Professor Wei Yang is Assistant Professor of Chinese Studies. Since she joined MCL, she has been teaching lower-division language classes (101, 102), First-Year Seminar on "Global Chinese Cinema" (195-02), Chinese Literature in Translation (355), and a directed study on Classical Chinese. She also teaches Literature of East Asia (APS 365) for the MAPS (Master in Asia Pacific Studies) Program every year. Professor Yang earned her Ph.D. degree in East Asian Languages and Literatures from Yale University. Prior to joining USF, she held a tenure-track position of Assistant Professor in Chinese and Film Studies at Sewanee: The University of the South. Prof. Yang's teaching interests include modern and classical Chinese literature, gender in Chinese literature and film, city literature and film, Chinese visual culture, and Chinese film history.

Professor Yang's research interests include Chinese cinema and media (film theory, China-Hollywood co-productions, the Hong Kong New Wave and post-1997 Hong Kong cinema); film genres (Science Fiction, Comedy, Melodrama, Action, Film Noir); comparative studies in world cinema (transnational amateurism, pan-Asian cinemas and media); and Asian American cinema. Her recent projects include a study of Chinese science fiction film. Examining its iconography and thematic motifs, she argues that Chinese SF film is heavily conditioned by existing cinematic conventions established by other local genres, and this inter-generic dependency bespeaks a subaltern status of this popular Hollywood genre in China. Professor Yang's latest publications include an article that explores the allegorical uses of mobility and journey in Chinese New Year's comedies. The essay illustrates how the newly emergent tourist discourse

builds upon the organizational principles of holiday-themed films, and how this particular genre and style, at times, can enable apolitical encounters with the society's collective consciousness, while critiquing the limits and conditions of China's post-socialist reality from within. Professor Yang is currently completing a book manuscript on spatial narratives in contemporary Chinese cinema (under contract). This project investigates a fundamental conceptual shift from Time to Space in Chinese cinema since the 1990s, both in terms of industrial practice and academic discourse. She argues that spatial narratives replace the previously dominant rhetoric of temporality and become the optimal expression for a nation that is marked by territorial fragmentation, uneven development, and political re-orientation. Her study explores the changing material condition, political causes and aesthetic parameters that make possible a broadened spatial imagination in Chinese cinema.

Professor Yang regularly presents her work at academic conferences such as the annual conventions of Society for Cinema and Media Studies, The Association for Asian Studies, the national and regional meetings of the Modern Language Association, and most recently at the bi-annual convention of Association of Chinese and Comparative Literature in Shanghai.

Professor Yang serves as program coordinator of Chinese Studies since she joined the department in Fall 2014. In this capacity, she oversees the Chinese conversational tutoring program; hires, evaluates, and assists with the promotions of non-PHP adjunct faculty members; advises students of the Chinese Minor; and, regularly plans events that promote Chinese language and culture on campus. She is also active in promoting and participating in events sponsored by the MAPS (MA in Asia Pacific Studies) program, Asian Studies Program, and APAS (Asian Pacific American Studies) program, most recently as a discussant in APAS's Deep Waters Film Series in November 2015 and in the 2016 MAPS Career and Networking Forum. Recently, she also served on a search committee for the position of assistant professor in Art History/Museum Studies.

Professor Yang maintains an active relationship with the profession and the community. She most recently guest-edited a special issue of "Contemporary Chinese Cinema" in *East Asian Journal of Popular Culture* (November 2015) and served as a panel chair at the Rocky Mountain Modern Language Association in 2014. Here at USF, she invited filmmaker Adam Smith and moderated the post-screening discussion of his new film "The Lands of Many Palaces" at the 2015 Human Rights Film Festival. She was a jury member for the narrative film competition at CAAMFest 2015, the largest Asian American film festival in North America (sponsored by The Center for Asian American Media). She also serves on occasion as a moderator and discussant at local film festivals and events, most recently at Jocelyn Ford's documentary screening "Nowhere to Call Home: A Tibetan in Beijing," sponsored by CAAM and the Asia Society of North California.

Adjunct Faculty

Professor Wan Liu is an adjunct professor in the Program. She teaches Traditional Chinese Culture (350), Chinese Literature in Translation (355), and Traditional Chinese Poetry (361).

Professor Liu received a Ph.D. in Comparative Literature from Princeton University. She specializes in classical Chinese poetry, literary culture of the Tang and Song periods, gender and women. Among her favorite subject of teaching are also the relations among painting, calligraphy, and poetry. Prior to joining USF in 2012, she taught at the University of Oregon, Stanford University, and Bryn Mawr College.

Professor Josephine Tsao is a PHP2 adjunct professor in the Program. She teaches Chinese language classes at all levels: 101, 102, 201, 202, 301, 302. Professor Tsao received her Ph.D. degree in Journalism, and M.A. in Chinese Teaching at San Francisco State University. She has been teaching Chinese at San Francisco State University and Foothill College.

Professor Wenchi Chang is a PHP adjunct professor in the Program. She teaches Chinese language classes at all levels: 101, 102, 201, 202, 301, 302 (directed study), 401 (directed study), and 402 (directed study). Professor Chang received her MA in Chinese from San Francisco State University in 2008, she also has a BA in Chinese Literature and holds two certificates of Training Programs for Teachers of Chinese as foreign language in Beijing Normal University and National Taiwan Normal University. She has taught at UC Berkeley, UC Davis, and National Taiwan Normal University Mandarin Training Center.

Professor Yachi Teng is an adjunct professor in the Program. She teaches lower-division language courses. Professor Teng received her Ed.D. in Second Language Acquisition from the University of San Francisco in 2009 and her M.A. in Foreign Language Teaching from the University of Pennsylvania in 2005. She obtained her Mandarin Chinese Teaching Certificate from Taiwan, and her Foreign Language Teaching Certificate from Pennsylvania. Her teaching and research interests include second language acquisition, online/distant language learning, and multimedia language learning. She published her manuscript, *The Relationship of Reading Methods and Learning Styles*, in 2011.

Relationship with other departments and programs

The Chinese program has maintained a strong relationship with Asian Studies, MAPS, Center for Pacific Rim and Ricci Institute of Chinese-Western Cultural Exchanges at USF. The form of collaboration includes co-sponsoring events, attending program meetings, and serving on committees and boards. Faculty in the Chinese program also works with student clubs. For example, Professor Li was the first faculty advisor to the Chinese Students and Scholars Association (CSSA) at USF. He is currently serving as the CSSA faculty advisor. He is also the faculty advisor to the newly founded student-led club, Sino-Heritage Association (known in Chinese as the Gushanhui or “Lone Mountain Club”), whose goal is to create a platform to promote traditional Chinese culture on and off campus. We have been collaborating with CSSA on their annual Chinese New Year Gala event, which has become the one of the most anticipated events on campus. We have also been in conversation with faculty from the School of Management on possible colorations to promote Chinese language and culture across the campus.

Recruitment and Development

Our content courses on Chinese literature, culture and film have been popular, largely due to enrollment of international students from China, who need to take those classes to fulfill either Core C literature or Core F visual and performing arts requirements.

Enrollment in our language classes has been steady. Language class is an important path way to Chinese minor, so boosting language class enrollment is the key. Promoting Chinese classes in our content courses to domestic students is one strategy that has proven to be effective. In that connection, holding culture events such as calligraphy demonstration, traditional musical instrument playing, and the mystique of tea, has been another strategy that we have been using. Last year, we started to use digital signage to publicize the program and our class offerings.

To attract more student into minoring in Chinese studies, we will continue to focus on two specific groups of students: heritage language learners, i.e. Asian American students, and American students who have studied Chinese before. The strong presence of Chinese students from China has been a blessing for the Chinese program. Learning Chinese at USF is now a semi-immersion experience. A recent change in our conversation tutoring program (one-on-one instead of group meetings) wouldn't be possible without having qualified Chinese tutors.

Recruitment strategies can only go thus far. Quality is probably the most important recruitment tool. We will continue to explore ways to enhance teaching and student learning experience.

Since our program is relatively small, we haven't done much on the development side, but we have never stopped educating ourselves about alumni relations and development. On the one hand, we understand that development is personal and we want to develop a longer-term, life-long relationship with our alums; on the other stand, we will start to use social media tools such as LinkedIn to connect with our current and former students. This is even more critical after we have created the major in Chinese. For now our goal is to connect with as many alums (Chinese minors) as possible on LinkedIn.

Departmental Governance

Students

The Chinese program looks for highly motivated students who have a passion for learning the Chinese language, culture and society. For American students, Chinese is often considered one of the more difficult foreign languages to learn because it is typologically very different from European languages and it has a non-roman-based writing system. Therefore it normally takes much longer time for students to acquire the same level of linguistic proficiency that would have been needed for other foreign languages. Therefore, we particularly look for students who appreciate the amount of work that is involved in studying Chinese, and would go beyond what is taught in the classroom to enhance their language acquisition.

Our curriculum is designed to foster student's development of language skills and their understanding of Chinese culture and society. Therefore our program has been suited for students

who are interested in Chinese language, culture and society, and who want to apply their language skills in their own academic fields and professions pursuits, such as Business, Communications Studies, International Studies, Politics, Asian Studies, etc.

In terms of ethnic, racial and/or gender diversity, the student population in the Chinese program is similar to other language programs offered in the departments. A high percentage of students enrolled in Chinese classes are Asian American and Chinese international students. In recent years, we clearly observe a steady increase in the number of non-Asian students taking Chinese. There is a similar trend in other universities as well, probably due to the rise of China in economic prowess. We realize that heritage students have very different needs from non-heritage students. Therefore, we will develop a first-year level class for heritage students in Fall 2016.

For students who minor in Chinese, the program expectations are communicated to them during the time when students meet with faculty advisor to go over the requirements. This normally happens after students declare a minor in Chinese.

Diversity and Internationalization

Diversity is an important hallmark of our university and our department. At the curriculum level, we offer a series of culture courses, including Chinese Literature in Translation (355), Traditional Chinese Culture (350), Traditional Chinese Poetry (361), and two First-Year-Seminars, all of which are designated as Cultural Diversity courses. In terms of the student population, an increasing number of American students with no Chinese descent are taking Chinese classes in recent years. A lot of them have been exposed to Chinese in certain ways, including taking Chinese in high school, making friends with Chinese and getting involved in local Chinese community. The trend is basically similar to what is happening in other universities in US.

The Chinese program has two study abroad programs, administered directly by the Center for Global Education at USF, one in Beijing and one in Hong Kong. Students can take Chinese language courses and other courses taught in English abroad. They will be placed into Chinese classes appropriate to their level when they return to USF. The Hong Kong program never took off, and as far as we know, it has been either in-hiatus or terminated.

Technology and Informational Resources

We have a strong belief in use of technology: technology is a tool that we use. We don't chase the trend; but value what works in our teaching.

Faculty members in the Chinese program have been vigorously exploring ways to enhance teaching effectiveness and student learning experience. Professor Yang and Professor Li have designed PPT presentations that include images, music soundtrack, and video clips for each class lecture and used apps such as Socrative for quizzes, class polls and evaluations in their literature and culture classes. Almost all classrooms are equipped with overhead projectors on campus. Professor Li started the practice of online pre-class quizzes for his culture class in 2011. Students are required to take a small quiz, typically consisting of five multiple-choice questions on the

assigned reading, before class. He has also experimented with online exams and online homework. For Chinese language classes, he converted homework on paper into online format and also added teaching notes to homework questions that students might have difficulty with. The practice is consistent with the idea of scaffolding, providing linguistic support to students. One clear advantage of adopting online homework format is two-fold. First, students can enter characters by typing pinyin using online tools such as google input method. In the process of entering characters, they need to invoke sound (pinyin), see the characters (form) and pick the right choice from the list (meaning). This way, students can also work on a lot more questions than before as writing characters takes a long time for true beginners. Practicing writing characters is done in other tasks, such as daily vocabulary quizzes and dictations. Second, the instructor is able to include teaching notes in converting the paper format to the online format. This is the key difference between the online homework created in-house and the commercial version.

Online exams are administered in computer labs or our language lab in Cowell G25.

We will evaluate our use of technology at the end of the school year.

Comprehensive Plan for the Future

With Professor Wei Yang joining the Chinese program in Fall 2014 and Professor Roddy's strong support, in not only teaching regularly for Chinese, but also creating the Chinese Studies minor program more than a decade ago and continuing to provide ideas and visions, the Chinese program has never been more ready now than before to contemplate developing its own major. Keenly aware of the national trend and reality of the globalized world we are living in, we have the opportunity to create a strong major that benefits from the multi-cultural and trans-disciplinary nature of an USF education. Specifically,

1. Establishing a four-year Chinese major curriculum with emphasis on advanced language and thematic (upper-division) culture courses.
2. Developing a linguistics minor that future Chinese majors can also do in conjunction with the language major.
3. Developing advanced-level Chinese language courses, classical Chinese and calligraphy course. They not only serve our future majors, but also fulfill the needs of our large student population from China.
4. Stepping up our effort to recruit minors by targeting heritage learners and non-heritage learners who have studied Chinese before.
5. Continuing to pursue teaching excellence. We won't compete with other languages for students, but we will set our standards high and strive to provide a Chinese language education that is on par with top universities in the nation.

German Studies (Minor)

(Submitted by Susanne Hoelscher, PhD, Adjunct Professor & Coordinator of German Studies)

Mission

The Mission of the Minor in German Studies is to educate students in the German language and German speaking cultures in preparation for their future studies and professional careers and to broaden their intercultural competence in an increasingly globalized world.

History

While a self-study had been submitted for the previous academic program review in 2009, the final report from the reviewers did not include any references to or recommendations for the program. The following provides an overview of the changes that have occurred since the last review.

Enrollments in German Studies have fluctuated over the last 6 years, but have been showing an upward trend since Fall 2014; 10 students earned the Minor in AY 2014-15, which was the highest number in at least 11 years (see Appendix IV:1), and the number of enrollments in language courses rose from a total of 67 in 2009-10 to a total of 106 in 2015-16; for Fall 2016 alone, we expect 70 students in our language courses. Considering the challenges which foreign language programs, and particularly German programs have been facing nationwide, and given the fact that USF enrollments fell below expectations in the current academic year, these numbers attest to the engagement of GMST's faculty, and the quality of the program overall. We are therefore optimistic about future developments, and expect to see a continuing growth in enrollments and Minors.

GMST Enrollments in Language Courses

	F 09	S 10	F 10	S 11	F 11	S 12	F 12	S 13	F 13	S 14	F 14	S15	F 15	S 16	F 16
101	22		21		23	10	17	11	15		39		32		41
102		21		23		21	10	11	10	9		31		30	
201	15		17		26		16	10	8	10	13		21		21
202				6		9		9				13		11	
Ind. St.	4	5	3	4	6	1	5	4	3	9	8	4	7	5	8
Total	41	26	42	33	55	41	48	45	36	28	60	48	60	46	70

GMST Graduated Minors (by Academic Year)

Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Minors	5	6	4	5	6	10	7

In addition to the language courses, upper-division literature and culture courses taught in English are offered every semester, addressing different topics and serving as electives for a variety of other disciplines (International Studies, European Studies, French Studies, Urban Studies, Jewish Studies and Social Justice, Gender and Sexuality Studies); these courses are approved as fulfilling the Core C1 Literature requirement for all students; this requirement provides 4 credits in the core curriculum of 44 credits, which – according to the USF Catalog – reflects the idea that “Cura personalis—care for the whole person—is at the heart of our core curriculum. It’s a principle that has guided our graduates’ minds, bodies, and spirits for generations.” (for more detailed descriptions and learning outcomes see <https://www.usfca.edu/catalog/core-curriculum>).

One of these courses (GERM 320) was added since the last review, and first taught in the fall of 2010.

The general faculty structure has remained the same, consisting of two adjunct faculty, one being the program coordinator. The replacement of the second instructor in the summer of 2014, however, has made a significant difference in the overall functioning of the program. Undoubtedly, this has had a positive influence on its growth, as well as on the high morale and engaging atmosphere, affecting faculty and students alike.

Learning Goals

The program objective for the German Minor is to provide students with oral and written competence in the language and a solid background in modern history, societies, and cultures of the German-speaking world as a foundation for intercultural and global competence. Due to its central position in Europe, its relative economic and political strength globally, and a government that is eager to attract international students and young professionals, Germany offers a multitude of educational and professional opportunities for American students, as do other German speaking countries like Switzerland and Austria. Acquiring German language proficiency and a Minor in German Studies equips students with skills and a degree, which open the way to a host of options following their graduation from USF.

The German Studies program strives to foster understanding of and respect for different cultures, ethnicities, and socio-economic backgrounds. Due to its relatively small size, faculty members are able to closely supervise students’ progress within the program, and to give individualized attention especially to students with particular challenges to their academic performance. Since students are often enrolled in the same courses for several semesters, and since the classes are largely structured around interactive activities, they usually develop bonds and friendships that lead to significant support structures among each other as well.

CURRICULUM

General

The German Studies program is part of the Department of Modern and Classical Languages and offers students the fulfillment of their Language Requirement, and a Minor in German Studies. It is closely connected to the European Studies program within the BAIS (Bachelor of Arts in International Studies) through its language instruction as well as its upper division literature and culture courses taught in English (GERM 318, 320, 350). These also count as electives for Majors and/or Minors in French Studies, Urban Studies, Jewish Studies and Social Justice, and Gender and Sexuality Studies; thus German Studies follows an interdisciplinary approach and promotes students' ability to make connections between different fields of study.

GMST's course curriculum is based on its program learning outcomes (PLO), which are aligned with USF's institutional learning outcomes (ILO). In order to provide the most effective instruction and encourage meaningful learning, the course content is continuously evaluated by the faculty, both of whom are invested in newest developments in foreign language pedagogy; thus textbooks are continuously evaluated and replaced when new approaches promise to foster best practices. The same holds true for the incorporation of instructional technologies. Faculty in GMST strongly believe that new technologies and approaches should not be adopted simply because they are innovative, but because they promise to be more effective and efficient in terms of student engagement and learning, as well as instructional planning and organization.

Learning Outcomes and Curricular Mapping

The curriculum in German Studies covers two general areas: lower and upper division language instruction, and upper division instruction in literature and culture taught in English. While all language courses also include an emphasis on the history and culture of German speaking countries, the upper division courses taught in English allow for more in-depth analyses of topics and materials than would be possible at the level of German language proficiency that our students achieve; since these classes are interdisciplinary in scope, they attract students from different fields.

The Program Learning Outcomes for students completing the GMST Minor are:

1. Students can communicate in German at the novice-high to intermediate-low level based on the *ACTFL Proficiency Guidelines 2012*, or at the A.2 to B.1 level of the *Common European Framework of Reference for Languages* (see Appendix IV:2).
2. Students can demonstrate a critical understanding of major historical, intellectual, and artistic movements that have influenced German-speaking cultures in the 20th and 21st centuries.
3. Students articulate respect for difference and diversity, both in the context of their own culture and globally.
4. Students can apply the skills and strategies they have acquired to the learning of other new languages and their personal and professional development.
5. Students can engage intellectually with introspection and reflective sensibility in life-long learning.

The curriculum maps below 2 demonstrate the alignments of GMST's program learning outcomes with USF's institutional learning outcomes, and the alignment between GMST's program learning outcomes and its courses. Learning outcomes, course contents, and assessment methods are developed by faculty in collaboration and used uniformly in different sections of the same course.

Institutional Learning Outcomes and GMST Program Learning Outcomes

Institutional Learning Outcomes X	Program Learning Outcomes	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	Students communicate effectively in written and oral forms to interact within their personal and professional communities.	Students use technology to access and communicate information in their personal and professional lives.	Students use multiple methods of inquiry and research processes to answer questions and solve problems.	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.
Students communicate in German at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i> , or at the <i>B 1 level the Common European Framework of Reference for Languages</i>			X		X			
Students demonstrate a critical understanding of major historical, intellectual, and artistic movements which have influenced German speaking cultures in the		X	X					X

20th and 21st centuries							
Students articulate respect for difference and diversity, both in the context of their own culture and globally	X						X
Students apply the skills and strategies they have acquired to the learning of other new languages and other personal and professional development		X	X	X	X	X	
Students engage intellectually with introspection and reflective sensibility in life-long learning	X		X			X	X

The German Studies Minor

The German Studies Minor requires the completion of 24 units in the program. All students need to meet at least the standards of a four-semester (16 units) language proficiency, which places them at the novice-high to intermediate-low level according to the ACTFL Proficiency Guidelines 2012 (<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>), or the A.2 to B.1 level competence according to the Common European Framework of Reference for Languages (www.coe.int/lang-CEFR). The language courses are offered sequentially on a yearly basis, beginning with the first semester (GERM 101) each fall. Students who enter the program with previous knowledge of German take an online placement test to determine their level of proficiency; it is supplemented by a meeting with the coordinator of the program to ensure the most appropriate course placement.

After completion of the four lower division language courses, the additional 8 units can be earned through third year language and culture courses in German (GERM 305 and 310), or by completing literature and culture courses taught in English, one of which is offered each semester. Since enrollments for upper division language classes are usually not sufficient to allow for regular courses, independent studies are offered to smaller groups of students. The

upper division literature and culture courses taught in English (GERM 318, 320, 350) can be taken parallel to the language courses, preferably when students have reached their sophomore status or above, and are able to work at an upper-division level in the humanities.

Enrollment in German Studies Minor

Particularly when considering the US national trend of declining student numbers in German programs and the elimination of many programs in K-12 as well as Higher Education (see <https://www.goethe.de/en/spr/eng/dlz.html>), enrollments for the German Studies Minor at our institution have been very encouraging over the last few years. After graduating seven Minors last spring, and before classes have begun for the fall, GMST has 16 students signed up as pursuing the German Minor, a number that is bound to increase after the beginning of the semester.

Enrollments in GMST Minor program since 2009 (based on census date, except for Summer 16)

F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	Su16
3	6	10	8	6	11	6	11	7	13	14	22	14	16	16

Curriculum and Course Content

The curriculum of all courses offered in GMST is aligned with the Program Learning Outcomes, as demonstrated in the following mapping:

GMST Program Learning Outcomes and Course Learning Outcomes²

	Students communicate in German at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i> , or at the <i>B 1 level</i> the <i>Common European Framework of Reference for Languages</i>	Students demonstrate a critical understanding of major historical, intellectual, and artistic movements which have influenced German speaking cultures in the 20th and 21st centuries	Students articulate respect for difference and diversity, both in the context of their own culture and globally	Students apply the skills and strategies they have acquired to the learning of other new languages and/or other personal and professional development	Students engage intellectually with introspection and reflective sensibility in life-long learning
GMST LANGUAGE COURSES					
101: First Semester	I	I	D	D	D
102: Second Semester	D	D	D	D	D
201: Third Semester	D	D	D	D	D
202: Fourth Semester	M	D	D	M	D
305:	M	D	D	M	D

Conversation and Writing					
310: Advanced Readings and Composition	M	M	M	M	M
GMST LITERATURE AND CULTURE COURSES (IN ENGLISH)					
315: Contemporary German Civilization		M	M	M	M
318: Jewish Lit & Culture in 20th Century Europe		M	M	M	M
320: German Lit & Culture from 1945 to Today		M	M	M	M
350: Paris/Berlin at the Turn into the 20th Century		M	M	M	M

² I – Introductory, D-Developing, M – Mastery (measured by set Learning Outcome)

As mentioned above, the content of GMST courses is continuously evaluated and revised when appropriate; this is done in collaboration between both faculty members for the language courses. In the summer of 2015, we adopted a new textbook which was just published and which represents a novel approach to beginning foreign language instruction by mostly relying on authentic texts, videos, and other media for the development of language skills in everyday communication (Augustyn, Prisca and Nikolaus Euba. *Welten. Introductory German*. [with iLrn]. Boston: Cengage Learning, 2016). This program includes the “iLrn” platform by Cengage with a multitude of study aids, workbooks, interactive exercises, video and audio recordings, e-book, and other features. Since classes meet only 3 times per week, GMST is using the introductory program for three semesters, which allows for sufficient time to practice communication while covering all areas of German grammar and vocabulary at the beginners’ level.

After the first two semesters of implementing the *Welten* program, and based on the instructors’ assessments, the results in terms of learning outcomes have been very positive. This is evidenced by the quality of student work like presentations, essays, and blogs, as well as in class discussions and, more formally, through oral and written exams. Of particular interest in our language classes is Program Learning Outcome 1, which focuses on language acquisition, and while we do not have the resources to officially assess all students in all classes according to ACTFL or CEFR guidelines, we monitor their progress aligned with these standards. Particularly encouraging was therefore the recent placement of one of our second semester students into the B1 level (CEFR) when being tested for a summer language program at the Freie Universität

Berlin. He had entered our first semester course without any previous knowledge of German in Fall 2015, and generally we would not expect a student to reach more than level A.1 proficiency.

The intermediate courses GERM 202 and 305 have been using the program *Stationen* which was developed by the same authors and has been on the market for several years; it is also based on the use of authentic materials and encourages students' own research and self-initiative in expanding their German proficiency. (Augustyn, Prisca and Nikolaus Euba. *Stationen. ein Kursbuch für die Mittelstufe*. 3rd Edition. Boston: Heinle, Cengage Learning, 2015).

The upper division literature and culture courses in English were developed and are taught by the coordinator of GMST and are updated and revised for each semester they are offered. Here are the descriptions for the courses that have been taught in the last six years:

GERM 318: *Jewish Literature and Culture in 20th Century Europe*.

This course examines some of the most important issues involving ethnicity, identity, race, and genocide by focusing on major expressions of Jews in Western and Eastern Europe, beginning with the early 20th century. The class will be interdisciplinary in scope, using literature, theater, film, art, music, and other media to define concepts that have shaped significant contributions by Jewish artists, thinkers and intellectuals, particularly in the German and Yiddish vernacular. Against the changing historical backgrounds, we will seek to gain a deeper understanding of what it meant to be Jewish in the early part of the century; we will learn about different forms of acculturation and/or assimilation; we will discuss the literary testimonies of Holocaust survivors and the burgeoning Jewish cultural production in post-wall Germany.

GERM 320: *German Literature and Culture from 1945 to Today*.

This course centers on discussions and analyses of literature and film in post World War II Germany against the background of the profound historical, political and social changes in central Europe and the world at large, which mark the end of the 20th and the beginning of the 21st century. After exploring the significance of Germany's division into two states and the events that led to re-unification, we will focus on themes of cultural diversity, and then turn to writings and other artistic expressions from the "new" German capital Berlin. We will examine texts in different genres, including four novels, short prose, poetry, theory, and film, while gaining a deeper understanding of the contexts in which new ideas and creative styles are developed. A special emphasis will be given to questions of (self-) identity and identifications as shaped by personal, national and trans-national influences.

GERM 350: *Paris-Berlin – Connections and Contrasts at the Turn into the 20th Century*.

This course is interdisciplinary in scope and explores the profound social and intellectual changes which marked the Turn of the 20th Century in Europe, as well as the reflection of these changes in lifestyles, ideas, and the arts. The concepts of “modernity” and “modernism” will be the point of departure for an overview of the “_isms” by which this period is defined in political (e.g. Nationalism, Imperialism, Socialism, Capitalism, Feminism), philosophical (e.g. Social Darwinism, Rationalism, Idealism) and artistic terms (e.g. Naturalism, Postimpressionism, Expressionism, Symbolism, Surrealism). Particular consideration will be given to developments within the two cities of Paris and Berlin. We will analyze groundbreaking theoretical works by Friedrich Nietzsche, Sigmund Freud, and others, and delineate their influences on changing attitudes as also expressed in literature and film. Special attention will be given to the interplay of different movements and ideas, and the (self-) awareness of the subject in a rapidly changing and challenging world.

Note: Until Spring 2016, GERM 350 was cross-listed with FREN 350, a practice which is now being discouraged by the university’s administration. Most likely, it will be offered from now on as GERM 350 alone.

All courses taught in GMST follow principles of “flipping the classroom”, i.e. students are required to prepare course contents in advance and the sessions are focused on student-centered activities. A strong emphasis is placed on writing assignments; in language courses, students write essays of increasing length and complexity in the format of “processed writing”, i.e. their first drafts are marked by the instructor to facilitate self-corrections, and further comments are given in writing and discussed individually. In the English taught literature and language courses, weekly reflective entries relating to the reading materials are submitted online in preparation for class discussions, and evaluated by the instructor for understanding and critical analysis; at the end of the semester, a more formal research paper provides more opportunity for students to develop their research and writing skills.

Two sample syllabi (GERM 101 and 350) are included in Appendix IV:5.

Course Enrollments and Caps

In terms of enrollments, all language courses have a cap of 22 students, and particularly in the first semesters, enrollments are often at or close to this cap in two sections. Since USF has a three-semester language requirement for most of its majors, enrollments usually drop after the third semester, and the fourth semester is offered as one section consisting of students who are working towards the GMST Minor. The upper-division literature and culture courses taught in English are capped at 35-40 students, and usually have enrollments of 20-30, including around 5-10 students who are working towards the German Minor.

The enrollment caps for both types of courses are fairly high, and a lowering of the maximum enrollment to 16-18 for language courses and 25 for upper division literature and culture courses would better serve our students by allowing for more individualized attention to ensure that all learning outcomes can be achieved.

Study Abroad

The FU-BEST study abroad program in Berlin (<http://www.fu-berlin.de>) offers students a wonderful opportunity to experience Germany's exciting capital for one or two semesters while expanding their language proficiency in intensive courses, and fulfilling Minor and/or core requirements for German Studies and other disciplines. This program is associated with the Freie Universität Berlin and was developed for American students ten years ago; since then, it has proven itself as academically and culturally enriching to many students in our program. Our students overwhelmingly return with impressive gains in their language proficiency, much personal growth, and great enthusiasm about their experiences.

The FU-BEST program supports students' fulfillment of the GMST Minor requirements, and while this lowers enrollments in our own courses, we believe that its benefit for students' educational and personal growth far outweighs this disadvantage, and strongly encourage our students' participation.

Admission and Transfer Policies

For students starting with first semester German, no prerequisites besides general admission to the university are required. For students with previous knowledge of German, an online placement test is available to determine approximate proficiency and suggested course level. An additional in person evaluation with the coordinator is recommended to all students taking the test, and is done on an individual basis either following a student's request or once a student is enrolled in a course.

Official course credits for transfer students and those studying abroad are awarded by the Office of Admission.

Advising

The two instructors in the German program communicate with their students outside of class regularly, either during office hours, by special appointments or via e-mail. Our goal is to ensure every student's success by closely monitoring achievements as well as potential problems. Since we serve a relatively small student body, we know all students personally, and can provide them with ongoing support, and the faculty members communicate regularly about individual students' performances in the program. For more general information regarding the program, such as information about Minor requirements, study abroad, and class placement, the coordinator provides advice to students on an ongoing basis.

Overall Academic Quality

The high quality of the German Program is founded in the qualifications and the involvement of its faculty. GMST instructors participate in workshops and conferences at the local, national, and international level for professional development, and use gained insights to assess and improve teaching strategies. Courses are taught utilizing newest instructional technologies and assessment

methods. While there are no statistical data available to compare our program with other national and international German programs, we believe that we are at the forefront of providing innovative, successful instruction at the undergraduate level which establishes a solid basis for our students to continue with German and other studies at the graduate level, and to give them an advantage in many fields in a competitive job market.

A special strength of the program is its size, which allows for a close working relationship between students and faculty. Furthermore, the engagement of both instructors with in language pedagogy, and the coordinator's research in the field of German literature and culture invigorate curricular development and teaching. Consequently, the program continues to improve on an ongoing basis.

ASSESSMENT OF STUDENT LEARNING

The Program Learning Outcomes of German Studies are reflected in all Course Learning Outcomes, and a careful assessment of these is performed in all classes (see curriculum mapping above). Students' success is measured by written and oral performances, including presentations, essays, multimedia recordings, and examinations. Rubrics are used for feedback and grading in all courses (see Appendix IV:5).

In language courses, the *Learning Objectives and Guidelines for Speaking and Writing* established by the American Council for the Teaching of Foreign Languages (ACTFL) as well as the competency levels defined by the *Common European Framework of Reference for Languages* (CEFR) are the basis for evaluating students' achievements and progress. Students' reading, writing, and listening proficiency is assessed based on written and oral assignments, chapter tests, and final written and oral examinations in all language courses.

The upper division literature and culture courses in English have been approved as fulfilling the Core C1 Literature requirement, and are therefore also aligned with the College Literature Core learning outcomes.

While there is a fairly wide spread in individual grades, almost all students enrolled in GMST classes reach the Course Learning Outcomes, and the vast majority of students signing up for the GMST Minor complete the degree and satisfy the expectations of the Program Learning Outcomes. A more precise record keeping of assessments for the purpose of tracking trends and possibly implementing changes to the curriculum is being developed as part of the university's efforts towards more "data driven" instruction.

FACULTY

Demographics

There are currently two Adjunct Professors teaching in the German Program.

Susanne H. Hoelscher has been teaching at USF since fall 2004. She has been coordinating the German Studies Program since 2008. She holds a Ph.D. in German Studies from UC Davis with an emphasis in Critical Theory; her research focuses on 20th to 21st century German literature and film with a special interest in Cultural and Gender Studies. She has taught German language and literature and culture courses at the university level since 1998, and currently also holds a position at City College of San Francisco. Susanne Hoelscher was admitted to USF's Preferred Hiring Pool (PHP) effective Fall 2007, and to PHP 2 in Fall 2013.

Daniel Schulze has been teaching at USF since fall 2013. He holds an MA degree in English from San Francisco State University with a concentration in Teaching English to Speakers of Other Languages (TESOL), and an MA in Social Sciences from Universität Kassel, Germany, with a concentration in Post Traumatic Stress Disorder (PTSD). He is also a certified examiner for the B.1 language certificate, which is administered through the Goethe Institute and officially recognized by German businesses and institutions. Daniel Schulze has several years of experience teaching DAF (German as a foreign language). He has taught beginning, intermediate and advanced German language courses, German grammar, composition and conversation courses at USF, as well as at the Goethe Institute. He has also taught German for specific purposes such as voice and speech coaching.

Teaching

Since both faculty members in German Studies are adjunct professors, their teaching assignments are limited to 8 units, i.e. two 4-unit courses, per semester. Independent studies with small groups of students can be taught beyond this limit.

Here are the teaching assignments for AY 2015-16, including the number of students and the student credit hours (SCH):

Fall 2015

Susanne Hoelscher

- GERM 101 (14 students, 56 SCH)
- GERM 201 (11 students, 44 SCH),

Daniel Schulze

- GERM 101 (18 students, 72 SCH)
- GERM 201 (10 students, 40 SCH)
- Independent Studies (7 students, 24 SCH)

Spring 2016

Susanne Hoelscher

- GERM 102 (12 students, 48 SCH)

- FERN/GERM 350 (21 students, 84 SCH)

Daniel Schulze

- GERM 102 (18 students, 72 SCH)
- GERM 202 ((11 students, 44 SCH)
- Independent Studies (5 students, 12 SCH)

Course assignments and scheduling are discussed and decided by both faculty members with consideration of seniority, qualifications, and contractual obligations. As mentioned above, course contents are developed in collaboration, and syllabi and course sites in USF's Learning Management System (Canvas) are established together for the language courses. When instructors teach different sections of the same course, they add each other to their respective Canvas sites to facilitate the exchange of files and information. The two faculty members communicate several times weekly about lesson plans, assignments, students, and other pertinent matters.

The faculty members' respect for and appreciation of each other fosters an exceptionally good working relationship. The inclusionary practices in course developments and assignments allow for flexibility in course and lesson planning, taking into account different teaching styles, while assuring that the learning outcomes are met. Thus a successful transition of students to the next level is not dependent on the instructor who is teaching the course.

Both instructors are involved with students beyond the regularly scheduled courses through providing independent studies, advising, and other support.

Research

While both faculty members have been involved in their own research in the past, the position as part-time adjunct professor and the resulting necessity to work at other institution besides USF have made a concentration on teaching inevitable, with little time for research outside of course development and planning remaining. However, both instructors have been participating in professional development opportunities on campus and at larger conferences, which is supported by USF's Teaching Development Fund. Thus they attended the ACTFL Conference in San Diego in November 2015, and Susanne Hoelscher received funding to participate in the MLA International Symposium *Other Europes: Migrations, Translations, Transformations* in Düsseldorf, Germany, in June 2016.

Service

As coordinator of German Studies, Susanne Hoelscher has been the liaison between the program and administrators in different capacities, ensuring the success of the program and its students within and beyond the university. Thus she has organized informational and promotional events with local representatives from various educational and professional organizations, like the German Academic Exchange Service (DAAD), the German American Chamber of Commerce (GACC), and Cultural Vistas. She is also actively involved in networking through professional organizations like the American Association for Teachers of German (AATG) and the Goethe Institute.

Within the university, she has been a member of several committees and advisory boards, such as the *European Studies Advisory Board*, the *Jewish Studies and Social Justice Advisory Board*, and the *Language and Culture Center Committee*. From October 2010 to June 2011, she was the adjunct representative on the *Joint Committee on Teaching Evaluations*, and in January 2012 she was appointed by Provost Jennifer Turpin to the *Online Evaluations Implementation Task Force*.

In 2010-11, Prof. Hoelscher served as advisor for a student in the Master of International Studies program (MAIS) who was writing her thesis on “The Impact of Immigration Policies & Integration Programs on Multicultural Identity in Germany”; the student successfully completed the degree in December 2011.

Daniel Schulze’s service to the university is concentrated on providing extra support to the students in German Studies. Thus he has facilitated the organization of a student-led German Club, which was officially recognized by the university in Fall 2015. Besides his regular office hours, he spends numerous hours helping students with extra practice sessions on his own time.

Relationship with other Departments and Programs

Close collaboration with other language programs and their coordinators has been essential to German faculty in an effort to align teaching methodologies and assessments within the MCL Department. The coordinator also seeks collaboration with departments outside of MCL, as by being a member of advisory boards (see above). Furthermore, outreach to the departments of *Gender and Sexuality Studies* and *Urban Studies* resulted in the acceptance of GMST literature and culture classes as electives for their Majors.

While collaboration with other departments and also other programs within MCL has been very positive, these efforts are somewhat impeded by the coordinator’s position as a part-time adjunct professor. The CBA for part-time faculty does not address the issue of adjunct involvement in curricular and other matters, and the practice has been left to individual departments. In MCL, adjuncts are free to participate in general departmental meetings, but while they can state their opinions, they do not have a vote when it comes to decisions being made, and they generally cannot attend any meetings concerning faculty personnel matters. It has to be noted, however, that the current and previous chairs of the department have been forthcoming in including the GMST coordinator in ongoing discussions, and in sharing pertinent administrative information with her, and that she has been able to submit and implement changes to the curriculum with the support of the department and the deans.

STUDENTS

The German Studies program strives to maintain a high standard in terms of course offerings and student learning. Since German is considered a more difficult language to acquire than romance languages, for example, and since it is not one of the more popular languages in California due to demographics and geography, a certain self-selection in students' decision to join the program is noticeable. So while we have students from diverse backgrounds, the vast majority is Caucasian

of European heritage. Faculty members in the program are making efforts to attract a more diverse student body by outreach events and personal contacts.

The intellectual and social climate within the program is conducive to students' learning and personal growth as evidenced by the achievement of learning outcomes and a good retention rate (e.g. see the F15 enrollment of 31 students in GERM 101, and 30 students for GERM 102 in S15, with only 4 newcomers to the program in the second semester).

The high retention rate and generally small size of the program foster a close relationship among faculty and students, and among students themselves. This leads to constructive collaboration and positively affects student learning; thus the development of friendships beyond the classroom often results in arrangements for a joint study abroad semester in Berlin with the FU-BEST program. In 2015, a group of students decided to establish a German Club for which they have gained official recognition and support from the university.

Students' progress is closely followed by both faculty members across classes, and special arrangement are made with students with special needs, whether they are registered with Students with Disabilities Services (SDS) or not. Getting to know students individually offers great advantages for supporting student success and helping them to reach their full potential. Many GMST students stay in contact with German faculty beyond their graduation, and it is rewarding to follow their professional and personal developments.

DIVERSITY AND INTERNATIONALIZATION

The German Studies program reflects the diversity of the student body at the university, and its faculty seeks to encourage a broad range of students from different national, ethnic, socio-economic, educational backgrounds as well as those with different sexual orientations and gender identifications to join the program. In language classes, and particularly in literature courses, great attention is given to presenting a curriculum that questions stereotypes and micro-aggressions.

The number of native German speaking students in our program is small since these students are not that numerous at USF, and are generally highly proficient in English; they also tend to seek out courses which do not center on topics from their own cultural background. However, the newly founded German Club, as well as the Conversation Program, for which native speakers are hired as tutors, provide opportunities for these international students to interact with other students in GMST.

While precise numbers are not available, GMST serves many students who come from non-US American cultural backgrounds and who study German as a third or fourth language, partly out of individual interest, or in order to prepare for further studies and careers in German speaking countries or in businesses with strong ties to these.

Due to its relatively small size and the faculty's close collaboration, the progress and the well-being of students with different needs are closely observed and individual counsel and support is provided as much as possible. This not only facilitates the retention of students, but also supports recruitment through "word of mouth" student recommendations.

TECHNOLOGY AND INFORMATIONAL RESOURCES

Faculty in the German Studies program is embracing instructional technologies as effective facilitators for learning and instructional organization. In foreign language pedagogy, many textbooks are accompanied with excellent online resources like e-books, workbooks, audio and video recordings, multimedia platforms, and the like. The Cengage iLrn system, which GMST has used with different textbooks since 2009, has been improved considerably since its beginnings and has made students' work outside the classroom more effective and efficient.

For course organization, the university's switch to Canvas from Blackboard has been a very positive one. Both faculty in GMST have done extended training in the use of this and other technologies, and are now using Canvas extensively for organizing course contents, posting information and documents, collecting and grading assignments, creating multimedia blogs with students, doing quizzes and exams, communicating with students etc.

Almost all of USF's classrooms are equipped with Internet, computers, and projectors, which is of great help for teaching. The Internet connections can be slow at times, and the built-in computers are occasionally lacking most recent updates, but overall we have not been encountering many problems with the use of IT in the classrooms.

One area in which technology is constantly a problem is the "Adjunct Office Space" on the fourth floor of Gleeson Library. The available computers are generally old and too often malfunctioning, or are lacking necessary updates. Considering that adjuncts are not provided with university laptops as full-time faculty are, better equipment should be installed and more consistent service provided.

LIBRARY

Nowadays, much research and searching for scholarly materials takes place online, and many articles and books can be downloaded without even setting foot into the actual library. The adoption of "Fusion" as the online library search engine has made searches very easy, and the quick access to materials has benefitted students and faculty alike; teaching students how to access this resource has become a vital part of the curriculum. However, there are still advantages to using the actual library as a learning and research environment; in particular, reference librarians provide students with valuable support, and perusing through stacks of books is still an experience to be treasured.

FACILITIES

Regarding facilities, USF's greatest challenge lies in the lack of space, particularly office space. Thus adjuncts do not have any, or less than adequate office spaces to work in and to meet with students. Since the German Studies coordinator does not hold a full-time position, there is no office space for the program, which severely impacts its organization. Not having an office within the general area of other faculty in the department and related disciplines also impedes social contacts and networking.

CONCLUSIONS

As mentioned before, the strengths of the German Studies program lie in its highly qualified and engaged faculty, and the spirit of collaboration and support between instructors and students. This is an excellent basis for ongoing improvements and innovations in teaching methodologies and curriculum planning, as described above.

The program's greatest weakness is the lack of a full-time position; no full-time professor (term or tenure-track) has taught in German Studies since at least 2004, and a part-time instructor has coordinated the program since 2008. Several requests to the administration to consider converting this position into full-time employment have been unsuccessful. Out of passion for their profession, and dedication to their students, both part-time faculty members have been investing more time and energies into the program than they are being compensated for.

One particular concern for the current faculty members is that administrators have indicated that even if a full-time line were to be granted to German Studies, a national search would be conducted to fill it. Given the current job market in academia overall and in German Studies in particular, this would inevitably be a serious threat to at least one and possibly both instructors' employment.

PLAN FOR THE FUTURE

Any plan for the future of German Studies at USF hinges on the university's support for the program and its faculty. Current faculty members will continue to pursue teaching excellence and the success of the program through participating in professional development opportunities, organizing promotional events, and conducting outreach with the means available to them as part-time instructors.

While it would not be realistic to expect significant growth of the program under current conditions, we are still optimistic that we can continue the trend of increasing enrollments and Minors by promoting German Studies to current and prospective USF students through greater visibility. Opportunities to do so are the recently updated websites in the general USF portal and myUSF, slides on the USF signage boards, as well as traditional means like distributing flyers, word to mouth advertising of course offerings, and outreach to other programs. Furthermore, networking and collaboration with agencies outside of USF, which offer educational and professional opportunities to German language learners, are actively fostered and provide more incentives for joining our program.

APPENDICES

French

FRENCH STUDIES ASSESSMENT CONDUCTED IN THE PAST

PLO 1:**1. Demonstrate the ability to communicate clearly and effectively in French, both in written and oral discourse.**

In our original document in 2011, and following the ACTFL guidelines (American Council on the Teaching of Foreign Languages), we set the proficiency levels expected of our majors at: Advanced Low for production and Advanced Mid for comprehension.

Our external reviewers asserted that this was too ambitious and that students, even those who have had the opportunity to study abroad, can rarely reach those levels of proficiency. So we have adjusted the goals to reach to Intermediate High for production and Advanced Low for comprehension.

In May 2011, one of our two graduating majors took the CASLS (Center for Applied Second Language Studies) CAP (Computerized Assessment of Proficiency) test. The University of Oregon is still piloting this program and we were granted access. Here are her results:

ID	Panel Name	Benchmark	Level	Teacher Rated	Test Time	Start Time	Writing/Speaking Detail
	French Reading	Expanding (A)	797*		41 min.	Monday May, 16 2011 02:42 PM	Detailed View
	French Listening	Expanding (B)	8		40 min.	Monday May, 16 2011 02:01 PM	Detailed View

Translated into the ACTFL proficiency guidelines, she was evaluated as having reached Advanced Mid in both comprehension skills. Since there tends to be a close correlation between the comprehension and production scores of students, we can see that this student has exceeded the goals as currently defined. It should be noted that this student did have the opportunity to spend a semester studying in a Francophone country. Based on the faculty's personal knowledge of the other graduating student's skills, we agree would say the two students are comparable. The other student has also studied abroad.

* This score only makes sense if read as 7.97, i.e. 8.

Based on the definition of the goals outlined below, the student has reached the more ambitious level of proficiency we set as our goal before taking into consideration the external reviewers' recommendations.

PLO:

1. Demonstrate the ability to communicate clearly and effectively in French, both in written and oral discourse.

Defined: To achieve a common minimum of Intermediate High (for language production, i.e. speaking (a) and writing (b), as well as a minimum of Advanced Low (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:

	Inadequate Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
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 pauses, reformulations and self-corrections as they search for the adequate words	Students can explain complex ideas in detail using precise vocabulary and intonation patterns. There is little interference from English.
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 recombination 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.

In April 2012 Professor Pamela Park (Idaho State University), who is currently completing her training as an OPI evaluator, tested several of our students in an unofficial capacity. Her evaluation shows that our students are indeed achieving the levels of proficiency we are striving for, and are at times surpassing them.

[Name Redacted], French Major (S'12): Intermediate High*
 [Name Redacted], French Major (F'12): Advanced Mid**
 [Name Redacted] Advanced Certificate (S'12): Intermediate High***
 [Name Redacted], Advanced Certificate (S'13): Intermediate Mid
 [Name Redacted], Advanced Certificate (S'13): Advanced Low****

*This student, a strong and consistent student, shows what we can expect from graduating majors who do not have the opportunity of studying abroad. [Name Redacted] who is completing an Advanced Certificate (30 units), did not have the opportunity of studying abroad.

**This student is exceptional and his/her performance exceeds what we can expect from most of our students

***Both of these students spent a semester abroad with the BU internship program

FRENCH STUDIES ASSESSMENT PLO 2

Evaluated by Ahmed Bangura

Course Title: FREN 332 Francophone Literature II

Name of Professor: Professor Karen Bouwer

Number of Students: 17

PLO:

2. Demonstrate basic knowledge and understanding of the literature, language and culture 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 2:

	Inadequate Achievement of Outcome		Average Achievement of Outcome		Very Good Achievement of Outcome		Students meeting outcome
a	Students still struggle when trying to analyze 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.	3	Students can evaluate texts through a range of critical 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.	9	Students can evaluate the function of different 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.	5	14/17 = 82%
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.	2	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.	9	Students demonstrate a depth of knowledge and breadth of the major artistic works and figures from the French and/or Francophone world.	6	15/17 = 88%
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.	1	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.	11	Students regularly show a command of recognizing particularities of individual intellectual traditions within the French and/or Francophone world.	5	16/17 = 94%

The above results have been gleaned from two sets of final examinations (taken in Fall 2008 and Spring 2010) in FREN 332 Francophone Literature II (subsequently to be known as *Rencontres II: Le monde francophone*). The faculty member who evaluated the results did not teach the class.

Checklists**FRENCH STUDIES MAJOR
REQUIREMENTS CHECKLIST**

Name:	ID#:
Expected Graduation Date:	

Course Number and Title	Waiver/Substitution	Semester/Year	Units
One Culture Course in English (4 units)			
FYS FREN 195 French Culture through Cuisine			
FYS FREN 195 A Season in the Congo			
FREN 250 Africa Films Africa			
FREN 260 a.k.a. Africa			
FREN 340 French Cinema and Literature (C1 Literature)			
Two 200-Level Courses (8 units)			
FREN 202 Fourth Semester French (req)			
FREN 255 Diplomatie sans frontières			
FREN 265 Les Enfants terribles			
FREN 275 Cultures de France			
FREN 312 Finesses de la langue I (2 units required)*			
Three or Four 300-Level Courses (12-14 units)			
FREN 313 Finesses de la langue II (2 units)			
FREN 315 Paris: Biographie d'une ville			
FREN 320 Le Plaisir du texte			
FREN 322 Le bon sens et la folie			
FREN 324 Guerre et paix			
FREN 330 Rencontres: L'Afrique francophone			
FREN 332 Rencontres: Le monde francophone			
Three or Four 400-Level Courses (12-16 units)			
FREN 440 Special Topic Seminar			
FREN 450 Special Topic Seminar (francophone)			
Elective			
FREN 133 Intermediate French Conversation (2 units)			
Total Units for the Major = 40			

Students completing the French Studies Major must complete 16 units in residence.

Students are encouraged to study abroad in a French speaking country and may transfer up to 12 units of credit toward the Major. (Consult with adviser before enrolling).

Pre-requisite for 300-level courses: FREN 202 or equivalent and adviser's signature.

Pre-requisite for 400-level seminars: 4 units at the 300-level or equivalent and adviser's signature.

** Students must take Finesses de la langue I in conjunction with a 300 level course.*

Finesses de la langue II is strongly recommended for additional support in conjunction with 300/400 level course work.

Initial Advising Approvals:		Final Graduation Approvals:	
Student Signature:	Date:	Student Signature:	Date:
Advisor's Signature:	Date:	Advisor's Signature:	Date:
Dept. Chair's Signature:	Date:	Dept. Chair's Signature	Date:
		Dean's Approval:	Date:

Revised 11/9/2015 M

**FRENCH STUDIES MINOR
REQUIREMENTS CHECKLIST**

Name:	ID#:
Expected Graduation Date:	

Course Number and Title	Waiver/Substitution	Semester/Year	Units
One Culture Course in English (4 units)			
FYS FREN 195 French Culture through Cuisine			
FYS FREN 195 A Season in the Congo			
FREN 250 Africa Films Africa			
FREN 260 a.k.a. Africa			
FREN 340 French Cinema and Literature (C1 Literature)			
Two 200 level courses (8 units)*			
FREN 202 Fourth Semester French (pre-requisite)			
FREN 255 Diplomatie sans frontières			
FREN 265 Les Enfants terribles			
FREN 275 Cultures de France			
Two 300-400 level courses (8 units)**			
FREN 312 Finesses de la langue I (2 units)			
FREN 313 Finesses de la langue II (2 units)			
FREN 315 Paris: Biographie d'une ville			
FREN 320 Le Plaisir du texte			
FREN 322 Le bon sens et la folie			
FREN 324 Guerre et paix			
FREN 330 Rencontres: L'Afrique francophone			
FREN 332 Rencontres: Le monde francophone			
FREN 440 Special Topic Seminar			
FREN 450 Special Topic Seminar (francophone)			
Elective			
FREN 133 Intermediate French Conversation (2 units)			
Total Units for the Minor = 20			

Students completing the French Studies Minor must complete 12 units in residence.

Students are encouraged to study abroad in a French speaking country and may transfer up to 8 units of credit toward the French Studies Minor. (Consult with adviser before enrolling).

**Pre-requisite for 300-level courses: FREN 202 or equivalent.*

Students may complete their 8 units at the 200 and 300 level combined, or equivalent, with adviser's signature.

***Pre-requisite for 400-level seminars: 4 units at the 300-level or equivalent.*

Students may complete their 8 units at the 300 and 400 level combined, or equivalent with adviser's signature.

Initial Advising Approvals:**Final Graduation Approvals:**

Student Signature:	Date:	Student Signature:	Date:
Advisor's Signature:	Date:	Advisor's Signature:	Date:
Dept. Chair's Signature:	Date:	Dept. Chair's Signature	Date:
		Dean's Approval:	Date:

Revised 11/9/2015 AM:nm

**FRENCH STUDIES ADVANCED CERTIFICATE
REQUIREMENTS CHECKLIST**

Name:	ID#:
Expected Graduation Date:	

Course Number and Title	Waiver/Substitution	Semester/Year	Units
One Culture Course in English (4 units)			
FYS FREN 195 French Culture through Cuisine			
FYS FREN 195 A Season in the Congo			
FREN 250 Africa Films Africa			
FREN 260 a.k.a. Africa			
FREN 340 French Cinema and Literature (C1 Literature)			
Two 200-level courses (8 units)*			
FREN 202 Fourth Semester French (pre-req.)			
FREN 255 Diplomatie sans frontières			
FREN 265 Les Enfants terribles			
FREN 275 Cultures de France			
FREN 312 Finesses de la langue I (2 units - required)*			
Two/Three 300-level courses (4-10 units)			
FREN 313 Finesses de la langue II (2 units)			
FREN 315 Paris: Biographie d'une ville			
FREN 320 Le Plaisir du texte			
FREN 322 Le bon sens et la folie			
FREN 324 Guerre et paix			
FREN 330 Rencontres: L'Afrique francophone			
FREN 332 Rencontres: Le monde francophone			
Two/Three 400-level courses (4-8 units)*			
FREN 440 Special Topic Seminar			
FREN 450 Special Topic Seminar (francophone)			
Elective			
FREN 133 Intermediate French Conversation (2 units)			
Total Units for Advanced Certificate = 30			

Students completing the Advanced Certificate must complete 14 units in residence.

Students are encouraged to study abroad in a French speaking country and may transfer up to 10 units of credit toward the Advanced Certificate. (Consult with adviser before enrolling).

Pre-requisite for 300-level courses: FREN 202 or equivalent and adviser's signature.

Pre-requisite for 400-level seminars: 6 units at the 300-level or equivalent and adviser's signature.

Student may combine a minimum of 6, and up to 10 units at the 300-level, and 8 units at the 400 level (18-20 units or equivalent).

Or combine 6 units at the 300-level, and 12 units at the 400-level (18 units or equivalent).

**Students register for Finesses de la langue I in conjunction with a 300-level course.*

Students are encouraged to enroll in Finesses de la langue II for additional support with 300/400 level course work.

Initial Advising Approvals:

Final Graduation Approvals:

Student Signature:	Date:	Student Signature:	Date:
Advisor's Signature:	Date:	Advisor's Signature:	Date:
Dept. Chair's Signature:	Date:	Dept. Chair's Signature	Date:
		Dean's Approval:	Date:

Revised 11/19/2015 M

Japanese

Japanese Studies Course Descriptions

JAPN 100 - Intensive Japanese (8 units)

This is an 8-unit intensive Japanese course for beginners. This course allows students to complete the first two semesters of Japanese language courses (JAPN 101 and JAPN 102) in one semester. The course focuses on developing Japanese communication skills and learning Japanese culture.

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.

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.

JAPN 301: Intermediate Japanese 1 (4 units)

• Prerequisite: JAPAN 202 or equivalent competence as determined by the Department. The course is grounded strongly in cultural content. It explores the Kanto region of Japan (Tokyo, Kamakura, and surrounding major cities as well as Shinkansen travel) along with its distinctive history and culture. The course also aims to develop Japanese language proficiency to the “Intermediate-Low to Intermediate-Mid” level, according to the ACTFL proficiency guidelines. Offered every Fall.

JAPN 302: Intermediate Japanese 2 (4 units)

• Prerequisite: JAPAN 301. Continuation of JAPN 301. The course explores the Kansai region (in the south-western half of Japan, including Ise, Kyoto, Nara, Osaka) along with its distinctive history and culture. The course also aims to develop Japanese language proficiency to the “Intermediate-Mid to Intermediate-High” level, according to the ACTFL proficiency guidelines. Offered every Spring.

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 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 19th 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 401: Advanced Japanese 1 (4 units)

• Prerequisite: JAPN 302. Continuation of JAPN 302. The course explores the southern regions of Japan, including Chugoku, Shikoku, Kyushu, and Okinawa, along with their distinctive histories and cultures. The course also aims to develop Japanese language proficiency to the "Intermediate-High to Advanced-Low" level, according to the ACTFL proficiency guidelines. Offered every Fall.

JAPN 402: Advanced Japanese 2 (4 units)

Prerequisite: JAPN 401. Continuation of JAPN 401. The course explores central and northern Japan, including the Chūbu, Tōhoku, and Hokkaidō regions, along with their distinctive histories and cultures. The course also aims to develop Japanese language proficiency to the "Intermediate-High to Advanced-Low/Mid" level, according to the ACTFL proficiency guidelines. Offered every Spring.

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.

PROGRAM ASSESSMENT REPORT, 2009-2010 (Report Date: June 1, 2010)

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

1. which program learning outcomes were assessed this year.

In Fall 2009 and Spring 2010, we assessed the following outcomes:

- (1f) with ten Japanese Studies majors in JAPN 310 (Zen and the Art of Japanese Calligraphy)
- (3a), (3b), and (3c) with three Japanese Studies majors in JAPN 357 (Naturalism in Japanese Literature)
- (2b), (2d), and (2e) with six Japanese Studies majors in JAPN 351 (Contemporary Japanese Culture)
- (2a) and (2e) with four Japanese Studies majors in HIST/JAPN 390 (History of Traditional Japan)
- (2b) and (2e) with five Japanese Studies majors in HIST/JAPN 387 (US-Japan Relations)
- (2c), (2d), and (2e) with five Japanese Studies majors in THRS/JAPN 368 (Japanese Religion and Society)

2. who in your department/program was involved in the assessment of the above learning outcomes

Noriko Nagata, Steve Roddy, Uldis Kruze, John Nelson

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

JAPN 310: Zen and the Art of Japanese Calligraphy (Fall 2009) assessed by Noriko Nagata

a. **What did you do?**

Learning outcome:

(1f) 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.

- One third of the course period was devoted to a hands-on tutorial of basic brush strokes and a standard style of Japanese calligraphy. Students submitted a total of 32 calligraphy assignments. For each assignment, they wrote a Japanese word in calligraphy and it was

graded according to the following four categories: brush stroke, brush line, character shape, and character size. In the calligraphy assignments, three majors demonstrated “very good achievement (above 90%)”, six majors “good achievement (above 85%),” and one major “average achievement (above 80%)”. The results satisfied learning outcome (1f).

- For the final project, the students were assigned to write a haiku poem on long calligraphy paper. It was also graded by the four categories mentioned above. Six majors exhibited “very good achievement (above 90%)”, three majors “good achievement (above 85%),” and one major “average achievement (above 80%).” The results also satisfied learning outcome (1f).

b. What did the faculty in the department or program learn?

- Overall, ten majors developed good skills to produce the block style of Japanese calligraphy. Only one major (Chinese student) had a previous experience with calligraphy. It was very impressive to see their achievement, starting with zero skill. Zen philosophy lectures were integrated into the course. Zen emphasizes learning by doing. It takes ten years to internalize your skills to perform an art without thinking of it: such an action is spontaneous, natural, and untrammelled. By practicing Japanese Calligraphy, the students could develop a better understanding of Zen philosophy, which motivated their calligraphy practice.

c. What will be done differently as a result of what was learned?

- When a student missed the class and failed to learn a new brush stroke, I had to demonstrate the current brush stroke for that student in class, which took up some precious classroom time and was not fair to other students. I always suggest that students should come to my office hours to make up for any missed instruction, but they do not necessarily come. If I require that makeup work be done in office hours (with a penalty of a failure), they may make more effort to do so, which will help them and the other students.

JAPN 357: Naturalism in Japanese Literature (Fall 2009) assessed by Steve Roddy

a. What did you do?

- One midterm examination (given in the 8th week), three short papers, and one longer paper formed the basis for evaluating students’ progress toward meeting the learning objectives of the course. The single exam of the course consisted of two sets of essay questions: the first tested the students’ knowledge of general themes of 20th century Japanese literature, while the second elicited interpretative answers about the various novels and short stories (by Tayama Katai, Tanizaki Jun’ichirô, Uno Chiyo, and

Akutagawa Ryûnosuke, among others) covered in class readings. The written assignments of the class were similarly divided into two types: three short essays which were focused on close textual analysis, and one longer paper (7-10 pages) on a topic of the student's choosing, but related to the overall themes of the course.

- The following exam questions assessed learning outcomes 3a and 3b:

(3a) 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.

- Essay question: What is an "I-Novel", and how did this form arise as a product of the Naturalist Movement in Japan?
- One student's answer to this question was excellent (90% or above), one's was fair (70% or above), and the third one's was poor (50% or above).

(3b) 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.

- Essay Question: Some have argued that Naturalist writers tried to create the voice of a "thinking male subject", for whom women existed only as the objects of their desires, and whose female characters thus lacked a similar subjectivity or agency that would enable them to act and even to think independently. Can Uno Chiyo's narrative voice be considered that of a "thinking woman", free of such male condescension toward females? Moreover, does Uno's treatment of Kazue differ substantively from that of *The Quilt's* Yoshiko, an aspiring writer who, like Kazue, also seeks independence and satisfaction in both love, and in intellectual life as a writer?
- Only one Japanese Studies major chose to answer this question (they were given a range of essay questions to choose from), with a score of excellent (90% or above).

(3c) Students will exhibit the ability to write concise and insightful English essays about Japanese literary works.

- Three short essays (2-3 pages), and one final paper (7-10 pages) on the readings were assigned over the semester. The short essays were written as answers to prompts on specific course readings, while the longer paper gave leeway to the students to formulate their own topics, and also to read in the critical literature on the history of Japanese prose fiction of the 20th century.
- The final papers submitted by Japanese Studies majors were written on the following topics:
 - Kirino Natsuo's *Grotesque* and the Dark Side of Contemporary Japanese Society
 - Prostitution in Japan
 - A Menagerie of Monsters in the Fiction of Kirino Natsuo and Ohba Minako

- One student's final paper achieved a very good score of 90% or above, one a good score of 80% or above, and the third, an adequate score of 70% or above.

b. What did the faculty in the department or program learn?

- Students in the Japanese Studies major performed at an adequate to superior level in most of the assignments discussed above. The one exception was the question that elicited an answer designed to address Learning Outcome 3a; two of them had moderate to severe difficulty explaining the general history of Japanese Literary Naturalism, and its relationship to European literature. This may indicate that the inclusion of such historical context is too ambitious, or that more time should be devoted to these topics during class sessions and in reading assignments.

c. What will be done differently as a result of what was learned?

- This course was originally designed to provide students with an understanding of one of the leading schools of modern Japanese literature, by tracing its evolution from the late-19th to the mid-20th century. In the first version of the course in 2005, I hewed more closely to this original plan, but in 2009 I made some adjustments in order to explore themes only tenuously tied to the Naturalist Movement itself. Perhaps as a result of this more diffuse range of authors and texts, the clarity of the earlier version of the class was somewhat diluted, which may in turn explain why some of the students experienced greater difficulty in grasping some of the main concepts of literary naturalism. I will reexamine these issues before teaching the course again in coming years.

JAPN 351: Contemporary Japanese Culture (Spring 2010) assessed by Steve Roddy

a. What did you do?

- Two examinations (given at Weeks 7 and 12, respectively) and a final research project and presentation were used to assess the students' learning. Each examination consisted of five and six essay questions, respectively, as well as five shorter questions. The essay questions assessed the students' grasp of the analytical concepts applied to the course topics of Takarazuka theatre, manga, anime, and contemporary music, by the authors of our principal readings, and included, inter alia, concepts such as animatism and cinematism, *shôjo*, the *genba* or "place of actualization", racial and ethnic identities in hip hop, otaku database consumption, and play (*asobi*) in the underground club scene. Two exam questions were used to assess Learning Outcomes 2b and 2d; as for Learning Outcome 2e, the research project served as the primary basis for assessment of the skills listed under this latter category.

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

- Essay question (from Examination #1, given on March 10): Does the cross-dressing of Takarazuka's stars present a challenge to a male-dominated, patriarchal society, or does it merely reproduce the widespread assumption that "Japan is a man's world"? Why, or why not?
- Of the four Japanese Studies majors who chose to answer this question, two answered it very well (90% or above), and two answered it well (80% 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 (from Examination #2, given on April 24): Discuss the ways in which racial identities and issues prominent in American hip-hop music were understood and eventually assimilated and utilized by Japanese performers. How were such issues relevant to changes in Japanese society of the past few decades, and how did these find expression in lyrics, costume, or other aspects of hip hop performance?
- Of the five Japanese Studies majors who answered this question, one answered it very well (90% or above), three answered it well (80% or above), and one answered it adequately (70% 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.

- A research project was assigned to assess Learning Outcome 2e. This paper was evaluated on the basis of the following criteria: relevance of the chosen topic to the broader themes of the course, the significance of the findings, use of primary and secondary research materials (both written and audiovisual), and the quality of expression and coherence of logical argument in the written version. Projects submitted by Japanese Studies majors covered the following topics:
 - The Videogame *Final Fantasy*: Mythos and Genre
 - Japanese Rock in Japan and America
 - Japanese Television Dramas
 - Japanese Hip Hop and the Struggle to Keep it "Real"
 - Japanese Pop Idols
 - Imaginary Friends: 2D Love and the Japanese Male Fixation on Fictional Characters
 - Three of these final projects were graded as meeting the criteria listed above at 90% or above, two at 80% or above, and one at 70% or above.

b. What did the faculty in the department or program learn?

- Students majoring in Japanese Studies performed at a relatively high level on the two examination questions listed above, with scores generally above the 80th percentile. Their answers demonstrated a good to excellent grasp of some of the issues covered in the units on the Takarazuka Revue and J-Hop (Japanese Hip-hop), respectively. Moreover, their performance remained more or less constant from the first to the second exams. As for the final research projects, the breadth of titles gives a hint of the eclectic range of interests and ideas pursued by the students. Many students came to the class as confirmed “otaku” of various areas of Japanese popular culture, and most deepened their knowledge of these topics by employing some of the tools of analysis introduced in the class reading assignments. The resulting presentations and written projects were generally strong, although problems with writing cogently and in a logically ordered, well-structured format eluded some of the students.
- A significant issue faced by two of the Japanese Studies majors had to do with time management. I required that a first draft, including bibliography and outline, be presented for comment and approval two weeks before the final version was due, but at least two students had difficulty meeting this deadline. Moreover, the resulting projects betrayed their haste. It appears that procrastination was a major factor in both of these cases.

c. What will be done differently as a result of what was learned?

- The students’ learning outcomes in 2b and 2d were reasonably strong, in the sense that they were able to master the materials well enough to present good to very good answers on the topics covered by these exam questions. This relatively good showing could be attributed to the familiarity toward these subjects that many of these students possessed prior to taking the course, thanks in several cases to their long-held interests in contemporary Japanese culture.
- As noted above, problems occurred primarily in the area of writing and research of the final project. I implemented a requirement of an outline and draft specifically to try to ensure that students would progress steadily and in a timely fashion toward the goal of completing their projects, but a minority of students failed to meet these deadlines. The answer may lie in simply moving the timeline for research and writing back to the middle of the semester, rather than only requiring written assignments during the last four weeks of class.

HIST/JAPN 390: History of Traditional Japan (Fall 2009) assessed by Uldis Kruze

a. What did you do?

In this course, I assessed both the 12-page term paper and the final exam essay for the total number of four (4) Japanese majors enrolled.

(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.

- Three majors demonstrated “very good achievement (above 90%)” and one major “average achievement (70% to 80%)”.

(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.

- Three majors demonstrated “very good achievement (above 90%)” and one major “average achievement (70% to 80%)”.

b. What did the faculty in the department or program learn?

c. What will be done differently as a result of what was learned?

- Basically the students did very well on their understanding of the cultural and historical features of Japan. The only shortcomings were in the area of historical methodology that I will have to emphasize in the future.

HIST/JAPN 387: US.-Japan Relations (Spring 2010) assessed by Uldis Kruze

a. What did you do?

In this course, I assessed both the 12-page term paper and the final exam essay for the total number of five (5) Japanese majors enrolled.

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

- Four majors demonstrated “very good achievement (above 90%)” and one major “very poor (at most 60%)”.

(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.

- Four majors demonstrated “very good achievement (above 90%)” and one major “very poor (at most 60%)”.

b. What did the faculty in the department or program learn?

3. I learned two things:
 - The students had a very good grasp of Japanese culture. Most scored very high on that segment of the rubric.
 - While a majority did well on the term paper or research paper, some had difficulty with formulating good questions and finding appropriate primary sources

c. What will be done differently as a result of what was learned?

- I will need to spend more time discussing and demonstrating the elements of a good research paper. Part of that effort will be to create one or two online Forums at Blackboard and have the students generate good historical questions, such as “what do I want to know about the history of anime?” If I gave them practice time developing good historical questions, they would be more confident in developing them within the context of their paper projects. Another Forum at Blackboard could address the issue: “What are good primary sources? What are good primary sources in Japanese history?” I think this could be helpful too.

THRS/JAPN 368: Japanese Religion and Society assessed by John Nelson

a. What did you do?

The following outcomes were assessed by five majors’ final essays. The five majors are indicated by Major 1, Major 2, Major 3, and Major 4. The titles of the essays are as follows:

- Anime and Japanese religions
- Funerals
- Soka Gakkai
- Christianity in Japan
- Noh

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

One major demonstrated “good achievement (80% to 90%)”, one major “average achievement (70% to 80%)”, one major “less than adequate or poor”, and two majors “very poor achievement (at most 60%).”

(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.

One major demonstrated “very good achievement (above 90%)”, one major “good achievement (80% to 90%)”, one major “average achievement (70% to 80%)”, and one major “poor achievement (60% to 70%)”. One major’s essay was not applicable to this learning outcome.

(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.

One major demonstrated “good achievement (80% to 90%)”, one major “average achievement (70% to 80%)”, one major “less than adequate but not poor”, and one major “poor achievement (60% to 70%)”.

b. What did the faculty in the department or program learn?

Overall, the results look satisfactory.

Regarding learning outcome (2c), two majors out of five exhibited average or above average achievement. A few majors had trouble with historical exposition.

Regarding learning outcome (2d), three majors out of four exhibited average or above average achievement explaining major themes (their selected topics) of Japanese culture.

Regarding learning outcome (2e), three majors out of five exhibited average or above average achievement in writing a research essay in English.

The one who performed poorly for (2c), (2d), and (2e) exhibited inability to convey or to organize her thoughts.

c. What will be done differently as a result of what was learned?

No changes are planned to adapt courses or curricula to low performing students. The fact that a majority of majors exhibited either average or above average performance indicates there is a good correlation between course material, teaching methods, and learning outcomes.

Japanese Assessment Plan, One Thing, Spring 2016

What is ONE important question you have about your curriculum right now?

- Will students be knowledgeable about Japanese linguistics?

Direct Methods:

- a. ✓ Class Tests & Quizzes with Embedded Questions
- b. ✓ Class Presentations
- c. ✓ Research Projects Reports

Indirect Methods:

- a. ✓ Student Survey

Which of your Program Learning Outcomes (if any) are linked to this question?

- To identify linguistics fields, including historical linguistics, phonetics, phonology, lexicon, morphology, syntax, computational linguistics, and sociolinguistics.
- To identify and explain unique aspects of the Japanese language, including the historical development of the Japanese writing systems, loan words, onomatopoeia, sound systems, phonological rules, affixations, verb conjugations, compounds, dialects, phrase structure rules, topic-comment structure, particles, honorifics, giving/receiving verbs, adversative passives, masculine/feminine speech, youth language, personal references, social concepts (uchi/soto, amae), music, manga, anime, and communication strategies.
- To develop analytical thinking about the usage of the language.
- To develop essential grammatical and cultural knowledge about the Japanese language to teach Japanese at the secondary school level.

Japanese Assessment Plan, 3 Things in 3 Years, Spring 2016

What are the 3 biggest questions you have about your curriculum?

1. Will students develop intermediate/advanced level Japanese language proficiency and will they be knowledgeable about Japanese linguistics as well?
2. Will students acquire basic knowledge of Japanese culture, including characteristics of various regions in Japan, history, arts, religion, and society?
3. Will students acquire basic knowledge of Japanese literature and its relationship to significant cultural and historical themes in the field of Japanese Studies?

Chinese

Minor Checklist

USF CHINESE STUDIES MINOR CHECKLIST

(revised 08/18/2015)

NAME:	ID#:
Expected Graduation Date:	

Course Number and Title	Waiver/Substitutions	Semester	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 195 Global Chinese Cinema (CD/F) (4)			
CHIN 350 Traditional Chinese Culture (CD/F) (4)			
CHIN 355 Chinese Literature in Translation (CD/C1) (4)			
CHIN 361 Chinese Poetry in Translation (CD/C1) (4)			
CHOOSE ONE FROM THE FOLLOWING (4 UNITS)			
CHIN 301 Third Year Chinese (4)			
CHIN 310 Business Chinese I (4)			
TOTAL MINOR UNITS = 24		TOTAL UNITS =	

COMMENTS:

INITIAL ADVISING APPROVALS:

FINAL GRADUATION APPROVALS:

Student Signature:	Date	Student Signature:	Date
Advisor's Signature:	Date	Advisor's Signature:	Date
Dept. Chair's Signature:	Date	Dept. Chair's Signature:	Date
		Dean's Approval:	Date

Course Descriptions

CHIN 101 First Semester Chinese

This course introduces the basic elements of Mandarin Chinese, including tones, characters, vocabulary, sentence patterns and grammar. Through communication-oriented and task-based activities, we aim to help students achieve a balanced development in listening, speaking, reading, and to a lesser extent, writing. Accuracy in pronunciation and grammar will be emphasized throughout this course. In addition, students will learn about Chinese culture and society through linguistically and thematically appropriate cultural information and authentic materials.

Students will study the pronunciation in the introduction and the first six chapters in *Integrated Chinese* on the following topics: greetings, family, dates and time, hobbies, visiting friends and making appointments.

At the end of the course, students are expected to reach Novice Mid proficiency level or higher in speaking, listening, reading, and writing according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency standards.

CHIN 102 Second Semester Chinese

This course builds on the basic grammar and vocabulary introduced in the first-semester Chinese and continues to work on improving students' communicative competence and linguistic proficiency by exposing them to authentic and semi-authentic materials and engaging them in communication-oriented, task-based activities that integrate both communicative functions and language forms. Both in-class and after-class assignments aim to help students achieve a balanced development in interpretive, interpersonal and presentational skills of language use. Naturalness in pronunciation and accuracy in grammar will be emphasized throughout this course. In addition, students will learn about Chinese culture and society based on the topics introduced in the seven chapters (7 to 13) in *Integrated Chinese*, such as school life, shopping, dining and transportation.

By the end of the course, most students are expected to reach Novice High or Intermediate Low level of proficiency in speaking and listening, and Novice Mid or High level of proficiency in reading and writing according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency standards.

CHIN 201 Third Semester Chinese

In Chinese 201, students will continue to develop basic language skills of Mandarin Chinese (Putonghua) in listening, speaking, reading and writing, and to strengthen the communicative ability to engage in speaking and writing at the discourse level on topics of personal interest and social needs. In addition to our emphasis on tone accuracy at the sentence level and character writing based on radicals, students will learn and practice more complex grammar and sentence patterns. Information about Chinese culture and society will be introduced along with study of the main texts.

CHIN 202 Fourth Semester Chinese

Chinese 202 is the fourth-semester course in the study of Mandarin Chinese (Putonghua). Students will continue to develop basic to intermediate level language skills in listening, speaking, reading and writing, with particular emphasis on reading and writing. Students will continue to learn and practice sentence patterns that involve complex phrasal structures and grammatical constructions. Aspects of traditional and contemporary Chinese culture will be introduced.

CHIN 301 Third Year Chinese

This course is designed to improve student's ability to comprehend and discuss materials related to contemporary issues in China. Although the focus of the texts is on people's daily life, students will learn more complex sentence patterns and formal vocabulary and expressions, which are needed to discuss the modern societies of China and US, and the current issues people face. Speaking, reading and writing are three important aspects of this course. By the end of this semester, students are expected to be able to discuss issues with paragraph-length connected discourse, to decode authentic texts for general ideas, and to write with certain literary sophistication. This course will help students develop a deeper understanding of the Chinese language and culture, and prepare them for more advanced study of Chinese.

CHIN 302 Advanced Chinese

This is an advanced Chinese language course designed to improve students' Chinese language proficiency and develop an understanding of contemporary Chinese cinema through a survey of critically acclaimed films produced in China, Hong Kong, and Taiwan in recent 20 years. Those films reflect the societal, cultural, and political changes in recent years. Throughout the semester, students will watch, discuss, and critique the films, read course materials, and create their own movie project.

CHIN 310 Business Chinese I

CHIN 310 Business Chinese I is a content-based language course for business purposes designed for students who have studied Chinese for at least 3 semesters in a regular college program or with the equivalent language proficiency. It is aimed to 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. Particular emphasis will be placed on the authenticity of materials and the balanced development of basic language skills in business context. In addition to the main text, students will learn to read and listen to economic news in Chinese selected from various sources. The class will be conducted primarily in Chinese.

CHIN 195-01: Shanghai and San Francisco: A Tale of Two Cities

This course introduces a few significant writers who have been based in Shanghai and California, respectively, during the past century. We examine how the literary works of Shanghai and California both reflect and in turn have helped to shape the pluralistic, tolerant cultures of their respective areas. We also explore the history and geography of Shanghai, and how its physical environment has been influenced by its history of interaction between native and foreign cultures and ideas. Finally, in addition to the written word, we also examine the role

that cinema has played in shaping the values or images of these two cities, focusing on the Shanghai film industry before 1949 and after 1980, and also some representative Hollywood films of the 1940s-1990s.

CHIN 195-02: Global Chinese Cinema

This course examines Chinese cinema in a global age, with particular focus on the transnational contexts of production, circulation and reception. Charting the cinematic developments from Mainland China, Hong Kong, Taiwan, and overseas Chinese communities since the 1970s, we explore the national/global interface in Chinese film history, and investigate the shifting dynamics between art, ideology, and material conditions in and beyond Greater China.

CHIN 320 Introduction to Chinese Linguistics

This course provides an introduction to basic concepts in Chinese linguistics. It surveys the most important elements of the Chinese language, its structure, dialects, and writing system from contemporary linguistic perspectives. It also covers such topics as history of the language, dialectal variations, language and culture, language planning, language use in society, and Chinese computing.

CHIN 330 Chinese/Old Gold Mountain

This course surveys the history of San Francisco's Chinese community, including topics like immigration, economic development, and political protest. It is conducted primarily in Mandarin, with some lectures and discussions in English where appropriate.

CHIN 350 Traditional Chinese Culture

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

This course surveys a broad swath of traditional and modern Chinese literature, including representative works of poetry, history, the prose essay, and fiction from antiquity to the twentieth-first century.

CHIN 361 Chinese Poetry in Translation

This course surveys Chinese poetry in a broad variety of traditional verse forms from ca. 1000 BCE to early twentieth century. It traces the origins and evolution of the major forms, styles and sub-genres of poetry. Recurring themes will be studied in the pertinent historical, social and cultural contexts, as well as in the light of their ethnic and regional backgrounds.

Curriculum Maps for Learning Outcomes

Institutional Learning Outcomes and CHIN Program Learning Outcomes

Institutional Learning Outcomes X Program Learning Outcomes	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	Students communicate effectively in written and oral forms to interact within their personal and professional communities.	Students use technology to access and communicate information in their personal and professional lives.	Students use multiple methods of inquiry and research processes to answer questions and solve problems.	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.
Students communicate in Mandarin Chinese at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i>		X		X			
Students demonstrate a critical		X	X				X

understanding of contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.							
Students develop the ability to analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited		X	X	X	X	X	

extent in Chinese							
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CHIN Program Learning Outcomes and Course Learning Outcomes⁷

	Students communicate in Chinese at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i>	Students demonstrate a critical understanding of contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.	Students develop the ability to analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese
CHIN LANGUAGE COURSES			
101: First Semester	I	I	I
102: Second Semester	D	D	D
201: Third Semester	D	D	D
202: Fourth Semester	D	D	D
301: Third Year	M	D	D
302: Advanced Chinese	M	M	M
CHIN LITERATURE AND CULTURE COURSES (IN ENGLISH)			
195-01: Shanghai and San Francisco: A Tale of Two Cities		M	M
195-02: Global Chinese Cinema		M	M
330: Chinese/Old Gold Mountain		M	M
350: Traditional Chinese Culture		M	M
355: Chinese Literature in Translation		M	M
361: Chinese Poetry in Translation			

⁷ I – Introductory, D-Developing, M – Mastery (measured by set Learning Outcome)

German

GMST Enrollments and Minors

Enrollments Total

	F 09	S 10	F 10	S 11	F 11	S 12	Su 12	F 12	S 13	Su 13	F 13	S 14	F 14	S15	F 15	S 16
101	22		21		23	10		17	11		15		39		32	
102		21		23		21		10	11		10	9		31		30
201	15		17		26			16	10		8	10	13		21	
202				6		9			9					13		11
318		41							17							
320			30		31			26			18		18			
350 ¹	30			37		35			10			29		28		21
Ind. St.	4	5	3	4	6	1	6	5	4		3	9	8	4	7	5
Total	71	67	71	70	86	75	6	74	62	10	54	57	78	76	60	67

Enrollments Language Courses

	F 09	S 10	F 10	S 11	F 11	S 12	F 12	S 13	F 13	S 14	F 14	S15	F 15	S 16
101	22		21		23	10	17	11	15		39		32	
102		21		23		21	10	11	10	9		31		30
201	15		17		26		16	10	8	10	13		21	
202				6		9		9				13		11
Ind. St.	4	5	3	4	6	1	5	4	3	9	8	4	7	5
Total	41	26	42	33	55	41	48	45	36	28	60	48	60	46

Minors (by Academic Year)

Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Minors	5	6	4	5	6	10

Curriculum Maps for Learning Outcomes**Institutional Learning Outcomes and GMST Program Learning Outcomes**

Institutional Learning Outcomes X Program Learning Outcomes	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	Students communicate effectively in written and oral forms to interact within their personal and professional communities.	Students use technology to access and communicate information in their personal and professional lives.	Students use multiple methods of inquiry and research processes to answer questions and solve problems.	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.
Students communicate in German at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i> , or at the B 1 level the <i>Common European Framework of Reference for Languages</i>		X		X			
Students demonstrate a critical understanding of major historical, intellectual, and artistic movements which have influenced German speaking cultures in the 20th and 21st centuries		X	X				X
Students articulate respect for difference and diversity, both in the context of their own culture and globally	X						X
Students apply the skills and strategies they have acquired to the learning of other new languages and other personal and professional development		X	X	X	X	X	
Students engage intellectually with introspection and reflective sensibility in life-long learning	X		X			X	X



	Students communicate in German at the Intermediate Low to Mid level based on the <i>ACTFL Proficiency Guidelines 2012</i> , or at the <i>B1 level the Common European Framework of Reference for Languages</i>	Students demonstrate a critical understanding of major historical, intellectual, and artistic movements which have influenced German speaking cultures in the 20th and 21st centuries	Students articulate respect for difference and diversity, both in the context of their own culture and globally	Students apply the skills and strategies they have acquired to the learning of other new languages and/or other personal and professional development	Students engage intellectually with introspection and reflective sensibility in life-long learning
GMST LANGUAGE COURSES					
101: First Semester	I	I	D	D	D
102: Second Semester	D	D	D	D	D
201: Third Semester	D	D	D	D	D
202: Fourth Semester	M	D	D	M	D
305: Conversation and Writing	M	D	D	M	D
310: Advanced Readings and Composition	M	M	M	M	M
GMST LITERATURE AND CULTURE COURSES (IN ENGLISH)					
315: Contemporary German Civilization		M	M	M	M
318: Jewish Lit & Culture in 20th Century Europe		M	M	M	M
320: German Lit & Culture from 1945 to Today		M	M	M	M
350: Paris/Berlin at the Turn into the 20th Century		M	M	M	M

German Studies Checklists**GERMAN STUDIES
MINOR REQUIREMENTS CHECKLIST**

Name:		ID#:	
Expected Graduation Date:			
Course Number and Title	Waiver/Substitution	Semester	Units
Required Core Courses (12 units)			
GERM 0109-101: First Semester German (4)			
GERM 0109-102: Second Semester German (4)			
GERM 0109-201: Third Semester German (4)			
GERM 0109-202: Fourth Semester German (4)			
Two of the following Upper Division Courses (8 units)			
GERM 0109-305: Conversation and Writing(4)			
GERM 0109-310: Advanced Readings and Composition (4)			
GERM 0109-315: Contemporary German Civilization (4)			
GERM 0109-318: Jewish Lit & Culture in 20 th Century Europe (4)			
GERM 0109-320: German Lit & Culture from 1945 to Today (4)			
GERM 0109-350: Paris/Berlin at the Turn into the 20 th Century (4)			
Total Units for the German Minor = 24	Total Units =		

Comments:

Initial Advising Approvals:		Final Graduation Approvals:	
Student's Signature:	Date:	Student's Signature:	Date:
Advisor's Signature:	Date:	Advisor's Signature:	Date:
Dept. Chair's Signature:	Date:	Dept. Chair's Signature:	Date:
		Dean's Approval:	Date:

Updated 3/

Sample Syllabi (GERM 101 and 350)

German 101 – Fall 2015

MWF 1 – 2:05 pm

MH 126

Instructor: Dr. Susanne Hoelscher

E-mail: shhoelscher@usfca.edu

Office Hours: M 2:15 – 4:15 p.m. and by appointment

Office: KA 376

WILLKOMMEN ZU DEUTSCH 101!

German 101 is designed to introduce you to the German language and to provide you with the basic skills to function in a new linguistic and cultural environment. The five skills – listening, speaking, reading, writing, and culture – are all emphasized. German 101 is the first course in a three-semester basic German language program and covers the *Kapitel 1* through *Kapitel 4* of *Welten*.

The minimum passing grade to advance to the next level of a language course is C-. A grade lower than C- does not satisfy the USF foreign language requirements.

MATERIALS

Augustyn, Prisca and Nikolaus Euba. *Welten. Introductory German*. (with iLrn). Boston:

Cengage Learning, 2016. (www.cengage.com/ilrn)

Zorach, Cecile & Melin, Charlotte. *English Grammar for Students of German*. 5th Edition. Ann Arbor: The Olivia and Hill Press, 2010.

STUDENT LEARNING OUTCOMES

At the end of this course, you will have gained a beginning proficiency in German, and will be able to:

- Use effective strategies for second language acquisition.
- Understand and use expressions related to everyday communication, e.g. introducing yourself and others, making plans, speaking about your studies, work, and interests.
- Skim for general information and scan for specific details when reading authentic texts in German.
- Use background knowledge and context to aid comprehension in both listening and reading.
- Recognize and work with different genres of texts in German.
- Contrast grammatical structures and idiomatic expressions with parallel structures in English.
- Contrast cultural phenomena in German speaking countries with those in your own background and thus act with an increased intercultural competence in personal and professional circumstances.

LEARNING TIPS AND STRATEGIES

Always remember:

- What matters most is what you have learned and retained by the end of the semester, not how well you did on every assignment.
- All of you can achieve the expected learning outcomes.
- Everyone learns differently; you need to find your most effective ways to learn (i.e. comprehend, retain, apply) and I will try to help you do so.
- Grades are part of our educational system, and I will do my best to assess your progress and achievements in a fair manner.
- Ask for help!
- *Übung macht den Meister!* (practice, practice, practice!)

Specific Strategies for learning German:

- Study and practice daily, alone, with a friend, in groups
- Develop your own set of flash cards for studying words and expressions; these can be electronic or on paper.
- Look up essential words in a dictionary and structures in a grammar book, and/or in the "Welten" Index, but also practice *understanding* by focusing on the important information and skipping over some unknown structures and words.
- Find sites on the internet in German that you enjoy; read, listen, watch, play.
- Read out loud when doing assignments reading texts, and practicing vocabulary and expressions.
- Think, speak, write, text in German as much as possible

EVALUATION

In-class performance, general preparation, Quizzes	18%	(2x90 = 180 pts)
Homework (daily online textbook and e-sam exercises, on time)	15%	(15x10 = 150 pts)
14 Words and Sites Entries	7%	(14x5 = 70 pts)
4 Journal Entries and Self-Assessments	4%	(4x10 = 40 pts)
2 Mini-Presentations and 2 Projekte (1 Chat, 1 Skit)	6%	(2x10 + 2x20 = 60 pts)
2 out of 3 chapter tests	20%	(2x100 = 200pts)
Written Final exam	20%	(200 pts)
Oral Final Exam	10%	(100 pts)

For the semester grade, I will use the following scale:

A+ = 99 – 100%	A = 94 – 98%	A- = 90 – 93%
B+ = 87 – 89%	B = 83 – 86%	B- = 80 – 82%
C+ = 77 – 79%	C = 73 – 76%	C- = 70 – 72%
D+ = 67 – 69%	D = 63 – 66%	D- = 60 – 62%
F = below 60%		

COURSE REQUIREMENTS

In-class Performance: Preparation, Participation, Quizzes:

Attendance, at-home preparation and in-class participation are vital to your success in this course. I will evaluate your participation in the middle and at the end of the semester, but please feel free to ask me for an assessment at any time.

If you must miss a class, please contact another student to fill you in about what we discussed in class. It is your responsibility to make up work and learn the material for classes that you miss; please see me during my office hours to get help if/when you need it. More than a total of three absences and excessive tardiness will lower your grade unless excused by an official document. Each unexcused absence beyond three will result in a 10 point deduction from your participation grade (equivalent to 1% deduction from your final grade). More than 6 *unexcused* absences is grounds for failing the course.

Since the activities in the classroom are mainly concerned with the acquisition of active communicative skills, you should prepare all assignments carefully in order to be able to participate freely in activities. Please bear in mind that even the most conscientious learning of all grammatical concepts and vocabulary, which are very important, will not suffice; meaningful practice (i.e. in real communicative situations) is essential.

The success of this class will significantly depend on your initiative. You should bring *Welten* and your notebook to class *every day*. I will speak German in class. You will not understand every word, but do not worry about this; simply keep listening for words that you do know. Most of the time the expressions you already know, together with visual cues (including gesture and facial expression, but also posture, pointing, illustrations, etc.) and other contextual information will enable you to understand what is going on, and even to infer the meaning of new expressions. Gradually you will understand more and more if you make the effort to listen carefully every day. Also pay attention to what fellow students are saying. *A good language learner is a willing guesser who accepts the uncertainty of not understanding every word.*

It is also a good idea to try out newly-learned phrases on classmates or other German-speaking acquaintances. Get extra practice by listening to and speaking as much German as possible, by browsing German websites, and listening to German radio on the internet. Please feel free to discuss individual problems and concerns related to this course with your instructor at any time outside of class.

Conversation Program

Participation in the Conversation Program is *mandatory* - all students are required to meet in small groups once a week for a total of 9 sessions for extra conversational practice. We will talk about the details in class.

Daily Homework

Work on the activities in the online platform *iLrn* each day; the daily homework exercises from the textbook (T) and the student activities manual (S) are given in the syllabus and in “Modules” in Canvas. These detailed assignments serve as important complements to review, foster, and expand your daily learning experiences in the classroom. Exposing yourself to German in frequent and short study sessions is a very important and effective language learning strategy; due to the cumulative nature of the material, “cramming” won’t work as a long-term study habit. Self-Tests and “Prüfungen” are part of the homework and an important tool to evaluate your own progress. The assignments will be graded as satisfactory only if submitted on time, complete, and appropriately corrected (80% receives full points).

In general, please remember that university standards expect you to study a minimum of two “academic” hours (50 min) per week per unit outside of class, which is about seven hours per week for this course.

Weekly Words and Sites

You are encouraged to look up words which are meaningful to you and keep a record of those for yourself. Every week, each student should share 3 of these words as well as a link to an interesting website relating to anything German in a blog under “Assignments” on Canvas. We will discuss this further in class.

Journals and Self-Assessments

At the end of each chapter, you will put together an online portfolio to document your language learning experiences and progress in German. It is located under “Assignments” in Canvas and includes your reflections and self-assessments, and representative coursework (essays, papers, projects, etc.

The journals are only accessible to individual students and myself (not to other students in class). The details and guidelines will be given on Canvas and discussed in class.

Special Projects

You will need to prepare and present two **Minipräsentationen**, prepare and record one **chat** with a partner, and prepare and perform one **skit**. The details and guidelines will be given on Canvas and discussed in class.

Tests and Final Exam:

After every chapter, a short test will be given. Each test will consist of sections on listening and reading comprehension, grammar, vocabulary and writing. No make-ups are possible, but only the three best tests out of four count towards your grade. We will have a review period before each chapter test.

The Written Final Exam will include grammar and listening exercises with a focus on *Kapitel 4*, and a comprehensive writing section, consisting of two essays. The Oral Final Exam will be a conversation with another student based on given prompts.

Test-taking tips: Learn vocabulary as it is practiced and presented in each chapter, try to keep your acquisition in context! Use flashcards or any other method that works for you. Be sure to learn the gender and plural of nouns, practice verb conjugations and pay attention to idiomatic expressions. Do not wait until the night before a test! Study and practice grammar as indicated on the schedule and review the materials consistently.

USF RESOURCES AND POLICIES

Canvas

The syllabus and other information for this class are posted in Canvas. You need to familiarize yourself with this Learning Management System and set it up so that you are aware of any announcements, assignments etc.; there are tutorials and guidebooks for help, and you can also ask someone in IT or CIT for support.

German Films at Gleeson Library

There are many German DVDs available for 24 hour loan at Gleeson Library. Go to the main site, then to “Catalog”. Enter just an asterix* under “Keyword”, scroll to *Video* under “Material Type” and *German* under “Language”. There you will find a very long list of videos in DVD format. Watching films in German is a great way to expose yourself to the language as it is

spoken in everyday conversations, and I will ask you to view and comment on a film of your choice during the semester.

Learning & Writing Center

The Learning & Writing Center provides assistance to all USF students in pursuit of academic success. Peer tutors provide regular review and practice of course materials in the subjects of Math, Science, Business, Economics, Nursing and Languages. Other content areas can be made available by student request. To schedule an appointment, log on to TutorTrac at <https://tutortrac.usfca.edu>. Students may also take advantage of writing support provided by Rhetoric and Language Department instructors and academic study skills support provided by Learning Center professional staff. For more information about these services contact the Learning & Writing Center at (415) 422-6713, email: lwc@usfca.edu or stop by our office in Cowell 215. Information can also be found on our website at www.usfca.edu/lwc

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist.

If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement is encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Counseling and Psychological Services

Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

Confidentiality, Mandatory Reporting, and Sexual Assault

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: www.usfca.edu/student_life/safer
- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: www.usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (www.sfwar.org).

Student Accounts - Last day to withdraw with tuition reversal

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at www.usfca.edu/schedules.

Financial Aid - FAFSA priority filing deadline (undergraduates only)

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.

Academic Integrity

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/academic_integrity. The policy covers

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

Additional policies that particularly pertain to foreign language courses:

- Translations of ideas of another person from English or any other language into the target must cited.
- The use of translation programs or software to write composition assignments or essays is forbidden the use of bilingual dictionaries and grammar books is expected
- Having a native or more advanced speaker to simply proofread your paper and correct any errors for you without any explanatory feedback is not permissible; please discuss any outside help you are receiving with your instructor.

Please always remember that our common goal is to make learning German a positive and successful experience, and contact me if you have any questions or concerns!

SEMESTER PLAN BY DAYS

The daily homework from the textbook is listed below – you need to thoroughly prepare the given pages for the next session (e.g. the assignments given in the 8/26 line are due on 8/28). All listed exercises need to be completed in “iLrn” online. A lot of your progress will depend on how much effort you put into working at home: make sure to fully understand the assignments and grammatical concepts, look up words, and use the textbook, the Zorach grammar, and other resources to support your learning.

You can work ahead of the schedule if you know that there will be a time-crunch for you. Please also remember to learn vocabulary *daily* – using flashcards/flashcard apps is one of the most effective ways to do so!

The schedule is intended to help you keep on track; there will be additional activities and there might be changes to the schedule – they will be announced in class and on Canvas!

Datum	In der Klasse	Hausaufgaben / Homework
		Review and learn vocabulary (<i>Wortschatz</i>) on a daily basis!
Mittwoch, 26. 8. Kapitel 1: Sebastian	Sich kennenlernen. Ich heiße Intro to e-book and online learning T: 1 – 2 (<i>S.4</i>)	T: 3-8 <i>Wortschatz</i> : Sebastian Familiarize yourself with the book S: 1
Freitag, 28.8.	T: 3 – 10 (<i>S.4-7</i>) Persönliche Informationen, Grüße	T: 11 – 13 <i>Wortschatz</i> : Grüße S: 2 – 5
Montag, 31.8. <i>Last day to add a class</i>	T: 11 – 18 (<i>S.8-10</i>) Studienfächer, Fragewörter, Grüße, Buchstabieren	T: 21 <i>Strukturen</i> : Wortarten <i>Wortschatz</i> : Grüße S: 6 – 9
Mittwoch, 2.9	T: 18 – 24 (<i>S.10-13</i>) Zahlen, Wie heißt du? Seminare und Kurse	<i>Strukturen</i> : Nomen, Artikel, Personalpronomen <i>Wortschatz</i> : Universität S: 10 – 16
Freitag, 4.9.	T: 25 – 29 (<i>S.13-15</i>) Vokabelarbeit, Sprachkurs-Collage	T: 30 (Persönliche Collage vorbereiten), 31, 32 Wiederholen/Review: <i>Strukturen</i> : Nomen, Artikel, Personalpronomen S: 17 - 19
Montag, 7.9.	Labor Day	siehe oben

Mittwoch, 9.9.	T: 30 – 35 (S.15-19) Minipräsentation: Persönliche Collage Sie oder Du	<i>Strukturen:</i> Verben T: 40, 41, 42, 44 S: 20 – 24
Freitag, 11.9. <i>Census Day</i>	T: 36 – 45 (S.20-26) Uni und "Was studierst du?" Sport und Musik	<i>Wortschatz:</i> Mein Sport S: 25 – 30
Montag, 14.9.	T: 46 – 51 (S.27-30) Vergnügungen, Arbeit mit dem Text	T: 52, 53, 55 Begriff: <i>Leistungsdruck</i> (lesen) S: 31 – 34
Mittwoch, 16.9.	T: 53 – 58 (S.31-33) Review, Fragen zum Kapitel 1	S: 35 – 40 Self-test Kapitel 1
Freitag, 18.9.	Test Kapitel 1	Kapitel 2 T 1 – 8 <i>Wortschatz:</i> Mein neues Design <i>Wortschatz:</i> Katis Stil <i>Wortschatz:</i> Der Stuhl (Farben) Journal & Selbstreflektion 1 (bis 20.9.)
Montag, 21.9. Kapitel 2: Kati	T: 1 – 8 (S.38-41) Mein neues Design Katis Design, Stil und Farben	T: 9 – 12 (Blog), 15 <i>Strukturen:</i> Haben und Sein S: 2, 3, 5 – 7
Mittwoch, 23.9.	T: 11 – 16 (S.42-45) Katis Welt Kleine Profile Redewendungen mit haben	T: 20 <i>Wortschatz:</i> Das Material <i>Wortschatz:</i> Redewendungen mit haben Gedicht: <i>Hast du was-dann bist du was</i> (lesen und hören) S: 8 – 10, 12 – 14
Freitag, 25.9.	T: 17 – 21 (S.46-48) Gedicht: Hast du was – dann bist du was Arbeit mit dem Text	T: 22 (Blog), 23, 24, 26 <i>Wortschatz:</i> Was brauchen sie? <i>Wortschatz:</i> Das Wohnzimmer S: 15, 17 – 20
Montag, 28.9.	T: 22 – 26 (S.48-50) Was brauchen Sie? Designstress Wohnung	<i>Strukturen:</i> Kasus, Artikel und Pronomen etc. T: 27 (1. Schritt), 30 <i>Wortschatz:</i> Katis Wohnzimmer S: 21 – 23
Mittwoch, 30.9.	T: 27 – 32 (S.51-55) Du oder Sie Chat Informationen	T: 36 – 39, 42 <i>Strukturen:</i> Wortstellungen Gedicht: <i>Fast ein Gebet</i> (lesen und hören) <i>Wortschatz:</i> Das Museum S: 24 – 27

		Chat bis Freitag, 9.10. aufnehmen
Freitag, 2.10	T: 33 – 42 (S.56-60) Fast ein Gebet Arbeit mit dem Text Im Designmuseum	T: 43, 44, 46 <i>Designschule Basel</i> (lesen und hören) T: 46 – 48 Wortschatz: Länder und Sprachen S: 28 – 30
Montag, 5.10.	T: 43 – 49 (S.61-66) Designschule Basel	<i>Die Schweizermacher</i> (lesen und hören) T: 50 – 53(Blog) S: 31 – 34
Mittwoch, 7.10.	T: 50 – 53 (S.66-69) Die Schweizermacher Arbeit mit dem Text	Begriff: <i>Zeitgeist</i> (lesen) T: 54 – 56 S: 35 – 37
Freitag, 9.10. Chat-Aufnahme in T 29	T: 54 – 56 (S.70-71) Wie definieren Sie Zeitgeist? Review und Fragen zu Kapitel 1 und 2	Review: Kapitel 1 und 2, Strukturen und Wortschatz Self-test Kapitel 2
Montag, 12.10.	Test Kapitel 2	Kapitel 3: T: 1-7 Wortschatz: Eine neue Kollegin Journal &Selbstreflektion 2 (bis 13.10.)
Mittwoch, 14.10 Kapitel 3: Martina	T: 1 – 9 (S.76-79) Martinas Job und Kollegin Karriere Komposita	T 13, 15, 16 <i>Strukturen:</i> Präpositionen mit Akkusativ <i>Wortschatz:</i> Berufe S: 1 – 5 (Blog?)
Freitag, 16.10.	T: 10 – 17 (S.79-82) Traumberuf Arbeitsplatz	T: 18, 22, 24, 26(Blog) <i>Hallo Sonja</i> (vorbereiten) <i>Wortschatz:</i> Marktanalyse <i>Strukturen:</i> Adjektive, Adjektivendungen S: 6 – 11
Montag, 19.10.	Fall Break	
Mittwoch, 21.10.	T: 18 – 26 (S.83-89) Mittagessen Einkaufen Mein Lieblingsgeschäft	T: 28, 29 (1), 30 – 32 <i>Liebe Sonja</i> (vorbereiten) <i>Wortschatz :</i> Marketing-Text S: 12 – 15
Freitag, 23.10.	T: 27 – 33 (S.89-91) Stellen Sie Ihren Werbetext vor: Beispiel: Frische Sommernacht Seife. Familie, Familienmitglieder	T: 34, 35, 39, 40 <i>Strukturen:</i> Possessiva <i>Wortschatz:</i> Familie <i>Die häufigste deutsche Familie</i> (vorbereiten). S: 16 – 20
Montag, 26.10.	T: 34 – 40 (S.91-96)	T: 41

	Familien	Projekt: Eine interessante Familie (Präsentation vorbereiten) S: 21 – 25
Mittwoch, 28.10.	T: 41-42 (S.96-97) Minipräsentationen: Eine interessante Familie	T: 44, 45, 47-49 <i>Wortschatz:</i> Viel oder wenig? <i>Wortschatz:</i> Wochenende S: 27 – 31
Freitag, 30.10.	T: 43 – 49 (S.97-100) Statistik im Kurs, Wochenende	T: 50, 52 – 56 <i>Strukturen:</i> Verben mit Wechsel des Stammvokals, Verben mit Präfixen <i>Samstags in Deutschland</i> (vorbereiten) S: 32 – 33
Montag, 2.11.	T: 50 – 58 (S.101-106) Samstag in Deutschland Arbeit mit dem Text	T: 59, 61, 63 S: 35, 36
Mittwoch, 4.11.	T: 59 – 64 (S.107-109) Wochenende und was man macht.	Begriff: <i>Kaufrausch</i> (lesen) <i>Wortschatz:</i> Wochentage S: 37, 38
Freitag, 6.11. <i>Last day to drop a class</i>	T: 65 (S.109) Review und Fragen	Journal & Selbstreflektion 3 (bis 10.11.) Review: Kapitel 3 Self-test Kapitel 3
Montag, 9.11.	Test Kapitel 3	Kapitel 4: T: 2 – 7 <i>Lieber Herr Auerbach</i> (vorbereiten) <i>Wortschatz:</i> Theater
Mittwoch, 11.11. Kapitel 4: Volker	T: 1 – 8 (S.114-117) Volker, seine Kollegen, Theater und Film	T: 9, 11 – 13, <i>Volkers Tagebuch</i> (vorbereiten) <i>Wortschatz:</i> Volkers Tagebuch S: 1 – 5
Freitag, 13.11.	T: 9 – 14 (S.117-119) Volkers Tagebuch	T: 15 – 17 <i>Strukturen:</i> Modalverben, Das Verb <i>wissen</i> Recherche im Internet: Immanuel Kant S: 6 – 10
Montag, 16.11.	T: 15 – 20 (S.120-123) Am Theater, Pläne und Pflichten	T: 21 <i>Die Physiker</i> (Programmheft) und <i>Arbeit mit dem Text</i> (vorbereiten) S: 11 – 12
Mittwoch, 18.11.	T: 21 – 23 (S.124-127) Memo vom Regisseur Volkers Tagebuch Über Zeit sprechen	T: 25, 28, 29 <i>Wortschatz:</i> Memo vom Regisseur <i>Wortschatz:</i> Volkers Tagebuch S: 13 – 16

Freitag, 20.11.	T: 24 – 30 (<i>S.128-131</i>) Über die Zeit Uhrzeit Volkers Kalender	T: 31 – 33, 36 <i>Die Physiker</i> (Auszug) und <i>Arbeit mit dem Text</i> (vorbereiten) <i>Strukturen</i> : Der Imperativ <i>Wortschatz</i> : Über Zeit sprechen S: 17 – 19
Montag, 23.11.	T: 31 – 37 (<i>S.131-135</i>) Text: <i>Die Physiker</i> Du oder Sie? Befehle, Anreden	T: 40 – 43 <i>Beim Psychologen</i> (vorbereiten) <i>Wortschatz</i> : Beim Psychologen S: 20 – 24
Mittwoch, 25.11.	T: 38 – 43 (<i>S.136-138</i>) Beim Psychologen, Erziehung	T: 44, 45, 47, 48 <i>Erziehung</i> (vorbereiten) <i>Stukturen</i> : Der Dativ, alles über den Dativ S: 25 – 28
Freitag, 27.11.	Thanksgiving Break	siehe oben
Montag, 30.11.	T: 45 – 50 (<i>S.138-143</i>) Psychotest, Wem gehört was?	T: 53, 54, 55(1), 57 <i>Volkers Tagebuch</i> (vorbereiten) S: 29 – 34
Mittwoch, 2.12.	T: 51 – 59 (<i>S.144-147</i>) Volkers Tagebuch Gedicht: Klatsch am Sonntagmorgen	Mündliche Prüfung vorbereiten <i>Wortschatz</i> : In der Kneipe <i>Projekt</i> : Theaterszene (T: 60, 61; mit Partner/n) S: 35 – 37
Freitag, 4.12.	Mündliche Prüfungen – kein Kurs	<i>Projekt</i> : Theaterszene (T: 60, 61; mit Partner/n) <i>Begriff</i> : Spiel (lesen) S: 38 – 40
Montag, 7.12.	Projekt : Theaterszenen aufführen Wiederholung und Fragen	Fragen für die Wiederholung vorbereiten
Mittwoch, 9.12	Weihnachten/ Wiederholung	Alles wiederholen! Self-test Kapitel 4 Journal & Selbstreflektion 4 (bis 13.12.)
Freitag, 11.12 15-18 Uhr	Final	

Paris – Berlin

Connections and Contrasts at the Turn of the 20th Century

Spring 2016

TR 2:40-4:25 p.m., LM 363

Dr. Susanne
shhoelscher@usfca.edu
Office Hours: W 1-3 pm, and by appointment
Office: Del Santo Reading Room, LM 270

Hoelscher

Course Description

This course is interdisciplinary in scope and explores the profound social and intellectual changes which marked the Turn of the 20th Century in Europe, as well as the reflection of these changes in lifestyles, ideas, and the arts. The concepts of “modernity” and “modernism” will be the point of departure for an overview of the “_isms” by which this period is defined in political (e.g. Nationalism, Imperialism, Socialism, Capitalism, Feminism), philosophical (e.g. Social Darwinism, Rationalism, Idealism) and artistic terms (e.g. Naturalism, Postimpressionism, Expressionism, Symbolism, Surrealism). Particular consideration will be given to developments within the two cities of Paris and Berlin. We will analyze groundbreaking theoretical works by Friedrich Nietzsche, Sigmund Freud, and others, and delineate their influences on changing attitudes as also expressed in literature and film. Special attention will be given to the interplay of different movements and ideas, and the (self-) awareness of the subject in a rapidly changing and challenging world.

Learning Outcomes

This course is designed to enhance your *skills* for working in an academic context and your *knowledge* about Life, Thought, and Art in central Europe around the turn into the 20th century.

By the end of the semester, you should have acquired and/or improved the ability to

- conduct independent research in the field of literary and film studies, including the appropriate use of library and Internet resources and the finding of significant arguments;
- articulate in writing and discussions your critical responses to a variety of texts;
- illustrate and present your own critical reflections with a convincing argument on a class-related topic in a short research paper or in form of a creative project;
- identify and contrast elements of different movements in theoretical thinking and the arts against their historical background;
- analyze literary works by a variety of German and French authors/artists within the context of their time;
- explain key elements of the formation of modern Europe;
- compare and contrast today's developments, ideas, and artistic expressions, including your own, with those explored in this course.

Assessment

- | | |
|--|------------------|
| • Preparedness and Participation | 260 points = 26% |
| • Reflective Entries & Research Assignment | 240 points = 24% |
| • Final Paper or Creative Project | 150 points = 15% |
| • Midterm Exam | 150 points = 15% |
| • Final Exam | 200 points = 15% |

Please read the following explanations carefully. More detailed descriptions are given in the "Guidelines and Assessment Criteria" document posted in Blackboard; it is your responsibility to familiarize yourself with the requirements and to follow them. Please contact me if anything is not clear or if you have any questions.

Canvas

The syllabus as well as specific assignments and announcements will be posted on Canvas. Please set up your notification preferences so that you receive any announcements immediately.

All written assignments except when otherwise noted need to be turned in by midnight of their due dates to turnitin through the Canvas site; you are automatically signed up through your enrollment in this class. Please let me know if there are any problems.

Preparedness and Participation

Preparation and active participation are essential in this class. In order to contribute your own thoughts, you have to be well prepared and ready to discuss the text or film in question. You need to bring all texts to class; you can work with them as hardcopies or on a tablet or laptop as long as you have an app that allows you to highlight and add notes. You will be able to use these for the exams as well.

All electronic devices may only be used for the immediate class work; please take notes by hand and keep your laptops closed during lectures, film screenings etc. If I notice that you are using your tablet or laptop for other activities, I will mark you absent for that class. All cell phones need to be completely turned off so you are not even tempted to text!

You have two absences “free” – each absence over two will result in point deductions from your final grade (5 *points* per session), unless excused by a doctor’s or other official note. Please do not come in late or leave during class since this is disruptive to everyone – repeated tardiness and leaving during class will severely affect your participation grade. Please let me know if or when there are special circumstances that make coming late or leaving during class unavoidable so we can talk about this.

I will assess your preparation/participation *two times* throughout the semester (after the weeks ending on 3/3 and 5/12); you can earn a maximum of 130 points for each section.

Reflective Entries

Much of the class will be conducted in a discussion format, i.e. a *thorough* reading of all materials is essential to your success. You need to be able to talk about the content of what you have read and to present *your own thoughts and questions* about it. Practice reading actively: highlight particularly important sentences, formulate questions as you read, always be curious, feel free to be skeptical, but also be willing to open your mind to new ideas even when they are difficult or seem counterintuitive. By being open to new ideas and reading actively you become a practicing critic who can formulate your own approach(es) to the reading of both literary and nonliterary texts.

In preparation for our class discussions, you need to submit a total of 11 reflective entries. Each RE should be a minimum of 350 words long and end with your own question to the text; every RE is worth a max. of 20 points, i.e. 2% of your grade. Late submissions do not receive points.

Please bring your REs and questions to class for group discussions

Class sessions will often include work in small groups. In order to make this effective and a truly collaborative effort, you have to be well prepared and ready to discuss the text(s) in question.

Research Assignment

During the first session, we will talk about approaches and research methods in Literary Studies, and your assignment will be to compile a list of bibliographical references focusing on major themes in this course. This should be an important first step in any academic research. You will need to compile a list of relevant works and submit it with correct formatting (MLA or APA) to turnitin.

Midterm and Final Exam

There will be a Midterm and a Final Exam which are based on short answer and essay questions to check for your critical understanding of the material covered in this course and your ability to apply your knowledge to new contexts (e.g. a contemporary issue, a piece of art, a quote from a literary text). More information is given in the “Guidelines” document and will be discussed in class.

Final Paper or Creative Project

At the end of the semester, we will have three sessions set up like a mini-conference in which each student presents his/her final paper or a creative project to the class before submitting it to me. Your topic needs to demonstrate your critical understanding of issues discussed in this course and be based on at least one source from the syllabus, which can be the one from your group presentation, and one outside source of your choosing like another literary or theoretical text, a film, or work of art.

Any time, but at the latest by April 18th, you will need to submit a detailed proposal for your topic or project, which demonstrates that you have done some serious research and planning. More explicit guidelines for the individual presentations will be posted on Blackboard and discussed in class.

Academic Integrity

The University has adopted a revised Academic Honor Code – you can find it at: www.usfca.edu/catalog/policies/honor.

The policy covers:

- Plagiarism - intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submitting the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet.

Tutoring

The *Learning & Writing Center* (LWC) provides assistance to students in their academic pursuits. Services are free to all USF students and include individual and group tutoring appointments, writing assistance provided by Rhetoric and Composition professors, and consultations to develop specific study strategies and approaches. You can sign up confidentially for one-on-one “Peer Tutoring” through “TutorTrac” on their website <http://www.usfca.edu/lwc/>; they are located in Cowell Hall, Room 227 (Phone 415-422-6713).

Special Needs

Please let me know early on in the semester if you are working with *Student Disability Services*, or have any special needs or conditions that I should be aware of. I am always glad to accommodate these, and to help you work at your full potential. If you are not registered with SDS but have learning difficulties that go beyond the support that I can provide, please talk to someone in their office at the Lower Level of Gleeson Library (<http://www.usfca.edu/sds/>, Phone 425-422-2613).

If you are experiencing emotionally hard times, consider talking to someone at *Counseling and Psychological Services* located at the Lower Level of Gillson Hall (<http://www.usfca.edu/caps/>, Phone 415-422-6352).

The people working in both places are not only well trained professionals, but also very nice and eager to help; all counseling will be handled confidentially.

Required Texts

Books to buy

Delarue-Mardrus, Lucie. *The Angel and the Perverts*. Trans. Anna Livia. New York: New York University Press, 1995. Print.

Dohm, Hedwig. *Become who you are*. Trans. Elizabeth G. Ametsbichler. Albany: State University of New York Press, 2006. Print.

Gide, André. *The Immoralist*. Trans. Richard Howard. Vintage International: New York, 1970. Print.

Rilke, Rainer Maria. *Letters to a Young Poet*. Trans. Reginald Snell. Mineola: Dover Publications, 2002. Print.

Wedekind, Franz. *Spring's Awakening*. Ed. Eric Bentley. Applaus, New York: 2002. Print.

Texts or Excerpts on PDFs in Canvas

(additional materials may be added throughout the semester)

Fagley, Robert M. "Narrating (French) Masculinities: Building Male Identity in André Gide's *The Immoralist*." *The Journal of Men's Studies*. Vol. 14, No. 1, Winter 2006: 79-91. Web.

Freud, Sigmund. *The Ego and the Id*. Free Ebook by www.SigmundFreud.net. Web. January 22, 2016.

Ham, Jennifer. "Unlearning the Lesson: Wedekind, Nietzsche, and Educational Reform at the Turn of the Century." *The Journal of the Midwest Modern Language Association*. Vol. 40, No. 1, Spring 2007: 49-63. Web.

Hofmannsthal, Hugo von. *The Letter of Lord Chandos*. n.p., n.d., n. pag. Web. August 15, 2009. http://depts.washington.edu/vienna/documents/Hofmannsthal/Hofmannsthal_Chandos.ht

Nietzsche, Friedrich. *On Truth and Lies in a Nonmoral Sense*. n.p., n.d. Web. January 24, 2011. <http://filepedia.org/on-truth-and-lies-in-a-nonmoral-sense>.

---, *Thus Spoke Zarathustra*. Ed. Bill Chapko. Feedbooks, 2010. Web. January 22, 2016.

Rutsky, R.L. "The Mediation of Technology and Gender: Metropolis, Nazism, Modernism." *New German Critique*. No. 60, Special Issue on German Film History, Autumn 1993: 3-32. Web.

Walker, Julia A. "'In the Grip of an Obsession': Delsarte and the Quest for Self-Possession in *The Cabinet of Dr. Caligari*." *Theatre Journal*, Vol. 58, No. 4, December 2006: 617-31. Web.

Winks, Robin W. and Joan Neuberger. *Europe and the Making of Modernity. 1815-1914*. New York: Oxford UP, 2005. Print.

Zola, Emile. *Nana*. n.p. The Project Gutenberg, May, 2006. Web. January 25, 2011. <http://www.gutenberg.org/ebooks/5250>

Films (screened in class)

Metropolis. Dir. Fritz Lang. UFA, 1927. Restored and authorized edition by Kino International Corp, 2002. DVD

The Cabinet of Dr. Caligari. Dir. Robert Wiene. Decla, 1920. Restored and authorized edition by Kino Video, 2002. DVD

Selection of Supplemental Readings

Blom, Philip. *The Vertigo Years. Europe, 1900-1914*. New York: Perseus Books, 2008. Print.

Brose, Eric Dorn. *A History of Europe in the Twentieth Century*. New York: Oxford UP, 2005. Print.

Donahue, William Collins. "The Shadow Play of Religion in Fritz Lang's *Metropolis*". *The New England Review*. Vol. 24, No.3, 2003: 207-21. Web.

Freud, Sigmund. *The Interpretation of Dreams*. Trans. Joyce Crick. New York: Oxford UP, 1999. Print.

Fritzsche, Peter. *Reading Berlin 1900*. Cambridge: Harvard University Press, 1996. E-book.

Jackisch, Barry. "The Nature of Berlin: Green Space and Visions of a New German Capital, 1900-45." *Central European History* No. 47, 2014: 307-333

Ladd, Brian. *The Ghosts of Berlin. Confronting German History in the Urban Landscape*. Chicago: Chicago University Press, 1997. E-Book.

Nietzsche, Friedrich. *The Birth of Tragedy out of the Spirit of Music*. Trans. Ian Johnston. Arlington, VA: Richer Resources Publications, 2009. Web. August 15, 2009. http://records.viu.ca/~Johnstoi/Nietzsche/tragedy_all.htm.

Website Resource for Literary Studies

Professors at the English Department of Purdue University have put together a terrific resource with information to all aspects of Writing and Literary Studies. Please refer to it whenever you work on a new assignment: <http://owl.english.purdue.edu/owl/>.

Class Schedule

Make sure to buy the required books at the beginning of the semester – it is your responsibility to have them in plenty of time to do the reading. “BB” in parenthesis indicates that an article/excerpt is available as pdf in Blackboard. Your Reflective Entries and other written assignments need to be submitted to *turnitin* via Blackboard by midnight of the due dates. Please remember that you need to add your own question at the end of each RE and post it also into the Discussion Forum. Late submissions will not receive credit.

Please note that minor changes to the schedule might become necessary, and refer to the *Announcements* and the *Assignments* section in Canvas for up-to-date information.

Week 1

T 1/26

Intro to class; Working in Literary Studies

Prepare:

- Hofmannsthal. *Chandos Letter*. (Canvas)

What is “Lord Chandos’ ” problem as expressed by Hofmannsthal?

R 1/28

Hofmannsthal’s Letter and Issues of Modernity; Paris and Berlin around 1900

Reflective Entry 1 (due 2/1):

- Winks. *The Challenges of Modernity* (Canvas, 289-318)

Name and briefly explain three issues of particular importance in central Europe at the Turn into the 20th century.

Week 2

T 2/2

Modernity and the Turn of the Century

Research Assignment (due 2/4):

- List at least six sources that you found through the USF Library database system, including at least two electronic ones and two in print, with topics relating to this course.

R 2/4

Urban Developments in Paris and Berlin/ Art from Realism to Surrealism

Reflective Entry 2 (due 2/8):

- Zola. *Nana*. (Canvas)

How do the public events on the street and the private story around Nana relate to each other?

Week 3

T 2/9

Emile Zola. *Nana*

Reflective Entry 3 (due 2/10)

- Nietzsche. *On Truth and Lies in a Nonmoral Sense* (Canvas)

How is Nietzsche challenging conventional concepts of morality?

R 2/11

Nietzsche. *On Truth and Lies in a Nonmoral Sense*

Prepare

- Nietzsche. *Zarathustra* (Canvas)

Who is Zarathustra and what does he want?

Week 4

T 2/16

Nietzsche. *Zarathustra*

Reflective Entry 4 (due 2/17)

- Freud. *The Ego and the Id* (Canvas)

What is the significance of the “Ego”, the “Id” and the “Super-Ego” and their relationship to each other according to Freud?

R 2/18

Freud. *The Ego and the Id*

Reflective Entry 5 (due 2/22)

- Wedekind. *Spring's Awakening*

Contrast three characters in this drama, their conflicts and relationships.

Week 5

T 2/23

Turn-of-the-Century Theater; Wedekind. *Spring's Awakening*

Prepare:

- Ham. *Unlearning the Lesson* (Canvas)

R 2/25

Wedekind. *Spring's Awakening*

Prepare:

- Walker. "In the Grip of an Obsession" (Canvas)
-

Week 6

T 3/1

Film screening: *The Cabinet of Dr. Caligari*

Reflective Entry 6 (due 3/2):

- Choose one scene and discuss it in the context of the film and relate it to ideas expressed by Walker.

R 3/3

The Cabinet of Dr. Caligari – discussion

Review all discussed materials and class notes

Week 7

T 3/8

Midterm Review

Prep for Midterm

R 3/10

Midterm

Reflective Entry 7 (due 3/21):

- Rilke. *Letters to a Young Poet*

What advice does Rilke give to the young poet and what is your opinion about it?

T 3/15 Spring Break (Assignment see above)

R 3/17 Spring Break

Week 8

T 3/22

Rilke. *Letters to a Young Poet*

Prepare

- Poems by Rilke and others (Canvas)

R 3/24 - class ends at 4

Rilke. *Letters to a Young Poet*; Poems by Rilke and others

Reflective Entry 8 (due 3/28):

- Gide. *The Immoralist*

Delineate one major theme from the novel and explain it with quotes from the text.

Week 9

T 3/29

Gide. *The Immoralist*

Prepare

- Fagley. *Narrating (French) Masculinities*.

R 3/31

Gide. *The Immoralist*

Week 10

T 4/5

TBA

A detailed proposal for your final paper or project is due by April 16th.

R 4/7

Women at the Turn of the Century

Reflective Entry 9 (due 4/11)

- Dohm. *Become who you are*.

Do you believe that Frau Schmidt is “insane”? Explain your answer with specific examples from the text.

Week 11

T 4/12

Dohm. *Become who you are*

Prepare

- “Afterword” (81-101) in *Become Who You Are*

R 4/14

Dohm. *Become who you are*

Reflective Entry 10 (due 4/18)

- Delarue-Mardrus. *The Angel and the Perverts*

Analyze the concept of gender as put forth in this novel.

Week 12

T 4/19

Delarue-Mardrus. *The Angel and the Perverts*

Prepare

- “Introduction” to *The Angel and the Perverts* (1-61).

R 4/21

Delarue-Mardrus. *The Angel and the Perverts*

Prepare

- Rutsky. “The Mediation of Technology and Gender: Metropolis, Nazism, Modernism.”
-

Week 13

T 4/26

Film Screening: *Metropolis*

Reflective Entry 11 (due 4/27)

- Which themes in this film reflect pertinent issues of the “Turn of the Century”? Which cinematographic means does Lange use to convey meaning?

R 4/28

Metropolis

- The final drafts of all term papers and creative project presentations are due by 12 noon on May 3rd!
-

Week 14

T 5/3

Final Paper/Project Presentations and Discussions

R 5/5

Final Paper/Project Presentations and Discussions

Week 15

T 5/10

Final Paper/Project Presentations and Discussions

R 5/12

Wrap-up and Final Review

T 5/17 – 3-5 pm

Final (online)

Assessment Rubrics

Sample Rubrics for Language Courses

Essays

	Beginning (2 Pts)	Developing (4 pts)	Proficient (6 pts)	Exemplary (8 pts)	Your points
First draft: Vocabulary/ Style	use of very limited vocabulary; lack of idiomatic expressions; many very basic spelling errors	use of limited vocabulary; limited use of idiomatic expressions; several basic spelling errors	use of adequate vocabulary and idiomatic expressions; only a few spelling errors	use of broad vocabulary; great variety of idiomatic expressions; no or very few spelling errors	
First Draft: Grammatical Structures/ Syntax	use of very basic grammatical structures; many errors in forms and syntax	use of basic grammatical structures; several errors in forms and syntax	use of adequate grammatical structures; only a few errors in forms and syntax	use of complex grammatical structures; no significant errors in forms and syntax	
Final Draft:	corrections in vocab, style, and grammar were made, but significant mistakes remain	most corrections in vocab, style, and grammar were made with some mistakes	corrections in vocab, style, and grammar were made without significant mistakes remaining	corrections in vocab, style, and grammar were made without any mistakes remaining	
Total points for Project					

Please note: the terms “adequate” and “limited” etc. refer to the level of proficiency expected at this point in your language acquisition.

Multimedia/Video Projects

	Mögliche Punkte	Erhaltene Punkte
Aussprache/Verständlichkeit (<i>Pronunciation/Understandability</i>)	30	
Grammatik/Satzstruktur	25	

<i>(Grammar/Sentence Structure)</i>		
Inhalt/Wortschatz/Idiomatik <i>(Contents/Idiomatcity)</i>	25	
Kreativität/Qualität <i>(Creativity/Quality)</i>	20	
Insgesamt <i>(Total)</i>	100	

Sample Rubrics for Literature and Culture Courses in English

Final Paper

		Points Possible	Earned
Title/Introduction	- Intro stimulates interest, provides succinct, pertinent background information and leads to argument	10	
Argument	- Argument is clearly marked and succinctly stated; demonstrates own, innovative research and reflection	5	
Development / Substantiation	- Link to argument is always obvious; primary and secondary sources are consistently, relevantly, and correctly quoted and cited; secondary sources demonstrate wide breadth in own research	40	
Conclusion	- Summarizes argument and substantiation succinctly; points convincingly to further possible research and relevance of topic	10	
Works Cited	- Indicates broad range of secondary sources; lists all sources referred to in study; uses consistent MLA formatting	10	
General Appearance/ Formatting	- Adheres consistently to MLA formatting for research paper; has no significant errors in spelling, grammar or syntax	10	
Presentation	Clarity of Speech and Timing	15	
Total		100	

Midterm/Final Exam (per essay)

Criteria	Maximum	Achieved
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	Points	Points
Your response focused on the prompt	15	
You demonstrated detailed knowledge and understanding of concepts and sources given in the prompt (specific references, quotes)	20	
You <i>analyzed</i> the texts/films and <i>synthesized</i> theoretical concepts with the contents of literary works	20	
Your references to background information we discussed in class were relevant and succinct	10	
Your response was clearly structured	10	
Total	75	

Department-Wide

Foreign Language Requirement

A Guide to USF Foreign Language Requirement
 Department of Modern and Classical Languages
 University of San Francisco
 Draft, October 2015

1. Foreign Language Requirement for Undergraduate Students

1.1 College of Arts and Sciences*

- Students completing a Bachelor of Science (BS) must take two consecutive semesters of the same language (FL2 – Foreign Language 2 requirement)
- Students completing a Bachelor of Arts (BA) must take three consecutive semesters of the same language (FL3 – Foreign Language 3 requirement)

1.2 School of Management

Students completing a Bachelor of Science (BS) in International Business are required to take three consecutive semesters of the same language (FL3 requirement)

1.3 School of Nursing

Students are not required to take a foreign language class.

**Students should consult with their home departments for any program-specific requirement beyond FL3 level.*

2. Foreign Language Requirement for Graduate Students in the College of Arts and Sciences

- Students completing the Master of Arts in Asian Pacific Studies are required to fulfill FL4 requirement or demonstrate equivalent proficiency.

- Students completing the Master of Arts in International Studies are required to fulfill FL4 requirement or demonstrate equivalent proficiency.

3. Fulfilling Foreign Language Requirement

It is strongly recommended that students complete their foreign language requirement before starting their JUNIOR year.

3.1 Foreign Language Classes Offered

Students who have never studied a foreign language or want to begin a new language should register for the first-semester class in one of the following languages offered in the Department of Modern and Classical Languages (MCL):

American Sign Language (ASL), Arabic, Chinese (Mandarin), Filipino, French, German, Ancient Greek, Hebrew, Italian, Japanese, Latin, Portuguese (Brazilian), Spanish

3.2 Minimum Grade Requirement

Students must pass each language course with a minimum grade of C- to move up to the next level and to fulfill the foreign language requirement.

3.3 Online Placement Tests

- <https://myusf.usfca.edu/webtrack/placement-tests>
- Students who have studied a foreign language before attending USF must take our online placement tests, which we offer in Chinese, Filipino, French, German, Japanese and Spanish, or schedule individual interviews with faculty in other languages, prior to registration for accurate placement. Individual interviews may be required for some languages after students have completed the online test. A list of faculty who serve as point of contact for each language is provided at the end of this document.
- Test scores are automatically transferred to student records on Banner and then emailed to students and faculty with placement recommendations.
- Students can only take an online placement test *once* for a given language. Multiple attempts for the same language are disallowed.

3.4 Accelerated and Intensive Options

- Greek, Hebrew and Latin are offered for 6 units each semester. Students can therefore complete FL3 requirement in two semesters.
- FL2 requirement can be fulfilled in one semester by taking intensive language classes offered in French 100, Japanese 100 and Spanish 100 for 8 units.

3.5 Heritage Language Learners

A heritage language learner is often defined as “a person studying a language who has some proficiency in or a cultural connection to that language through family, community, or country of origin.” At USF, some language programs such as Chinese and Spanish offer either language classes developed for heritage bilingual students (Spanish 221 or 222) or a heritage track in addition to a regular track classes (Chinese 111, 112 or 211). Contact the department (415-422-2802) for more information.

3.6 Transferring Language Credits

USF generally accepts all college-level courses completed at regionally accredited institutions for transfer. Once the official transcript has been processed, the students should check Degree Evaluation and see whether the requirement is fulfilled. If not, students can take the next level of class they are eligible for or speak to the appropriate faculty.

4. Exemption from the Foreign Language Requirement

Exemption from the foreign language requirement may be obtained through establishment of equivalent proficiency in the following ways.

4.1 Advanced Placement (AP) Exam and International Baccalaureate (IB) Exam Credits

- AP Language Exam: Students who scored a 4 or 5 on the AP language exam are automatically exempted from our Third Semester language class (201) and, therefore, fulfill the foreign language requirement. Students will also receive 8 units of foreign language credit and are encouraged to pursue further study of that language.
- AP Literature Exam: Students who scored a 4 or 5 on the AP literature exam are automatically exempted from the Fourth Semester (202) and, therefore, fulfill the foreign language requirement. Students will also receive 8 units of foreign language credit and are encouraged to pursue further study of that language.
- International Baccalaureate Exam: Students who scored 4-7 on the Higher Level exam are automatically exempted from the Third Semester class (201) and, therefore, fulfill the language requirement. Students will also receive 8 units of foreign language credit and are encouraged to pursue further study of that language.

4.2 Online Placement Test Option

Students who test higher than the pre-determined cutoff scores are required to schedule individual interviews with our faculty. They will be notified about their, along with the test score, via email. Once their proficiency in the language (FL2 or FL3) has been confirmed, the interviewer will submit a waiver request to the department chair on behalf of the student. If the student fails to demonstrate equivalent proficiency, the faculty will recommend an appropriate class based on the actual proficiency level (and any other relevant factors).

4.3 Transcript Option (Deadline: Oct. 1 and Mar. 1)

Students who studied up to eighth grade and above in a country where a language other than English is spoken can be exempted from the foreign language requirement by providing transcripts for completed classes taken in that language. An email request with the transcripts attached should be sent to mcl@usfca.edu before October 1 in the fall and March 1 in the spring. MCL will make a decision prior to class registration for the following semester.

If the language is offered at USF, students can contact the appropriate faculty to review the transcripts or request an interview to verify the proficiency.

4.4 Interview Option (Deadline: Oct. 1 and Mar. 1)

Students who are proficient in a language not currently offered at USF can request a waiver from MCL--before October 1 in the fall and March 1 in the spring--by sending an email to mcl@usfca.edu. After identifying a qualified interviewer for the language to be tested, MCL will then coordinate an oral and written proficiency evaluation, before making a placement decision prior to class registration for the following semester. If the student fails to demonstrate equivalent proficiency, the student will have to begin a new language at USF or take the next course level elsewhere (with MCL department chair's written approval). All restrictions and conditions on transferring outside credits back to USF will apply (section 3.6).

On those rare occasions when MCL is unable to find a qualified interviewer for the language to be tested, the department might ask the student to contact the appropriate Embassy (or Consulate General) to obtain supporting documentation of proficiency. Please contact mcl@usfca.edu for details.

4.5. Special situations

Any special situations should be addressed to mcl@usfca.edu.

5. Accommodations for SDS students

Students should contact Student Disability Services (415-422-2613) and MCL (415-422-2802) for more information.

6. Faculty Contact for Foreign Languages

- American Sign Language (ASL): Prof. Kyoko Suda, sudak@usfca.edu
- Arabic: Prof. Ahmed Bangura, banguraa@usfca.edu
- Chinese (Mandarin): Prof. Wei Yang, wyang16@usfca.edu
- Filipino: Prof. Edith Borbon, erborbon@usfca.edu
- French: Prof. Matthew Motyka, mjmotyka@usfca.edu
- German: Prof. Susanne Hoelscher, shhoelscher@usfca.edu
- Ancient Greek: Prof. Juan Garcia, jfgarcia2@usfca.edu
- Hebrew: Prof. Esti Skloot, skloot@usfca.edu
- Italian: Prof. Matthew Motyka, mjmotyka@usfca.edu
- Japanese: Prof. Noriko Nagata, nagatan@usfca.edu
- Latin: Prof. Rose Marie Deist, deistr@usfca.edu
- Portuguese (Brazilian): Prof. Tatiana Dutra e Mello, tdutraemello@usfca.edu
- Spanish: Prof. Karyn Schell, kschell@usfca.edu

For general information inquiries:

Department of Modern and Classical Languages

University of San Francisco

Kalmanovitz Hall 328

Phone: 1-415-422-2802

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Action Plan (2011) after 2010 Review

Department of Modern and Classical Languages
Response to External Review: Action Items

(Japanese submitted an action plan separately)

University

Recommendation	Department Action	Progress report/ Proposed timeline	University Action	Progress report/ Proposed timeline
Identify language education as a potential “area of excellence” in keeping with its global mission	See MCL efforts under “Staying focused on and meeting the needs of all language students” in Department section	Ongoing	Visits by Deans and Vice-Provosts to MCL meetings (as well as individual language meetings) to discuss ways to support MCL and promote language study at USF	Ongoing
Commit long-term resources towards graduating students with measurable cultural fluency and language competence.	See “Staying focused on and meeting the needs of all language students” in Department section.	Ongoing		
Communicate the importance of language competency and cultural literacy to all University constituencies.	MCL has: <ul style="list-style-type: none"> - established liaisons with other departments and programs to communicate the importance of language competency - pushed to change language in orientation materials so that students start fulfilling their 	Ongoing	<p>The Deans of Arts and Sciences, have shown (much appreciated) support and interest for MCL projects</p> <p>The Dean’s office agreed to change language in orientation materials and to urge students to start fulfilling their language</p>	F’10 and ongoing

	<p>language requirement early</p> <ul style="list-style-type: none"> - introduced weekly language tables open to faculty, staff, students, and members of the community - began working on a video to promote language study 		requirement during their first year	
<p>Encourage students to study language well beyond the three-semester requirement by:</p> <ol style="list-style-type: none"> 1. Identifying language as integral to the University's mission 2. Educating all faculty on the importance of language competency to the University's mission. 3. Urging all students to start a foreign language in their incoming semester (for potential majors or fulfillment of the requirement) 4. Promoting and supporting language study abroad 5. Requiring language study abroad in appropriate interdisciplinary majors. 6. Requiring language competency (as defined by faculty in the target 	<ol style="list-style-type: none"> 1. See individual languages 2. See above. 3. Anne Mairesse liaised with Lois Lorentzen, Tonya Miller and Peter Novak to change language in orientation materials and to urge students to start fulfilling their language requirement during their first year 4. All MCL programs emphasize the advantages of study abroad programs 5. Individual language program strongly recommend this option for their majors 6. Majors in International Studies are required to take four semesters of a language. MAIS will also include a 2-unit reading course in a target language 	<ol style="list-style-type: none"> 1. Ongoing 2. F'11 3. F'11 	<ol style="list-style-type: none"> 3. See "Department Action" 	<ol style="list-style-type: none"> 3. S'11 4. Through the Center for Global Studies, the University now offers a number of study abroad programs

<p>language) for majors in international programs.</p> <p>7. Increasing the language requirement in international-interdisciplinary programs to include a fifth-semester content course in the target language.</p> <p>8. Supporting the creation of higher-level language courses.</p> <p>9. Supporting the creation of a fourth-year capstone experience for senior language majors.</p> <p>10. Recognizing that language enrollments vary from yeartoyear, depending on global and economic trends and that low-enrollment upper division courses will need to be supported as programs adjust to enrollment changes</p>	<p>7. Liaisons with International Studies advocated for such an increase, but unfortunately, due to cost concerns, the option is not deemed feasible at present. However MAIS agreed to offer 2-unit courses (in various languages) to increase level of proficiency in reading</p> <p>10. This issue has been an ongoing concern of MCL, though to date, courses with low enrollment continue to be at risk each semester</p>			<p>8. The university, through the curriculum committee, has approved a number of higher-level language courses</p> <p>9. Ongoing</p> <p>10. The Dean's office supports under-enrolled upper division courses to some extent</p>
<p>Actively strengthen its support of the language programs already in place before introducing new languages by:</p> <p>1. Lowering minimum enrollment in upper division language courses,</p> <p>2. Expecting all language program</p>	<p>2. See individual language programs.</p>			

<p>faculty at all ranks to teach language.</p> <p>3. Supporting offerings <u>each semester</u> of a variety of content courses <u>in the target language</u> with interesting topics.</p> <p>4. Encouraging department faculty to “reinvest” in language students in order to serve the interests of language majors and minors.</p> <p>5. Establishing a rotation and mandating cooperation and consultation in faculty participation in other programs.</p> <p>6. Requiring all university departments to post online all projected offerings at all levels of language and content courses for the next 2-3 years so that students can plan their course of study</p> <p>7. .</p>	<p>3. See individual language programs.</p> <p>4. See individual language programs.</p> <p>5. See individual language programs</p>	<p>S’12</p>		
<p>Consider an administrative position dedicated to making USF a leader in international programs based on language competency. An “Associate Dean of International Programs” would oversee language, international and area studies programs, ensure the integration of language competency and advocate</p>				

for international programs on all issues related to diversity, globalization, etc.				
At least two new tenure-track positions are needed in Chinese. New hires should be expected to teach both courses in the language and in a discipline other than linguistics.				
A new tenure-track hire is needed in Japanese to teach additional content courses if the major is to achieve its potential for excellence.				

Department

Recommendation	Action	Proposed timeline	Progress report	Completed
Change the name of the department to the “Department of Modern Languages and Cultures”	Discuss and reach consensus	Fall 2011	Discussed during F’10; no consensus reached. For now we’re trying to promote the moniker “MCL”; will revisit	
Rotate chair position among various languages	Establish rotation for the next five years	Fall 2011	F’10-F’12; co-chairs from French and Spanish (after Japanese)	
Improve communication and collegiality, within department and with other parts of university	1. Hold regular meetings; circulate agenda in advance		Four 90-minute meetings per semester in F’10 and S’11; alternated between time slots on Thurs and Fri to try to accommodate as many people as possible	F’10 and ongoing
	2. Hold separate language program meetings at least once a month or three times a semester		Japanese (6), French (2 FT, ;7 PT), Spanish (5)	F’10 and ongoing

	3. Continue discussions initiated during self-study; consider retreats; implement changes		Regular discussions (chairs also held a meeting with adjunct faculty and 2 meetings with directors and coordinators)	S'11 and ongoing
	4. Chairs widely available for meetings and discussion		Chairs sent out invitations for individual or group meetings; numerous meetings with individuals and small groups during the year	F'10 and ongoing
	5. Introduction of formal feedback mechanisms (Feedback and Suggestion Forms to be completed with SurveyMonkey at the end of each semester)		Developed in F'10. Faculty invited to complete feedback forms end of each semester. F'10 feedback forms regarding chairs shared with and discussed during department meeting. Feedback for directors to be shared with directors in a meeting with chairs. In F'10 insufficient responses for Noriko Nagata.	F'10 and ongoing
	6. Social gatherings		Potluck after last department meetings in F'10 and S;11 (already part of department culture under Noriko); off-campus potluck at Karen's house S'11. Well attended and successful. One planned at Ana's house F'11.	F'10 and ongoing

	7. Video of interviews with students, staff and faculty who use more than one language	F'11 (had originally hoped S'11 but took longer than anticipated)	Ana identified student (Laura Waldron) who will make film and gathered names of potential interviewees, F'10. S'11, student recorded interviews; now faculty are identifying relevant portions to edit and will transcribe these; product will be completed F'11.	
	8. Liaisons with International Studies		Pedro and Steve communicating with BAIS and MAIS; Karen and Ana met with Keally McBride, the new co-chair of BAIS and coordinator of European Studies area concentration S'11.	F'10 and ongoing
Staying focused on and meeting the needs of all language students	1. Reaching advisers and students through Webtrack		Anne liaised with Lois Lorentzen, Tonya Miller and Peter Novak to change language in orientation materials and to urge students to start fulfilling their language requirement during their first year	F'10 and ongoing
	2. Bridge divide between lower and upper division course by introducing 200 level courses	New courses will be introduced F'11	Introduction of 200 level content courses into new curriculums in French and Spanish	
	3. Activities to promote programs		Department participation in Don's Fest, Orientation to	F'10 and ongoing

			Major, and Major and Minor Fair. Plan to do Orientation to Major as Orientation to MCL. Plan to invite speakers of interest to MCL as a whole or more than one language program (e.g. French and Japanese: images of Japan in French literature). Also see individual programs.	
	4. Offer 3-4 regular courses evenly distributed between 200, 300 and 400 levels (in the target language)	F'11 (based on changes to French Studies and Spanish Studies majors and minors, S'11)	Also see individual programs	
	5. Work with other departments to develop courses on the model of "Languages across the Curriculum"		See individual programs	
	6. Renumber course sequencing		See individual programs	
	7. Re-structure French and Spanish majors by bringing resources back to programs		See individual programs	
	8. Consider introducing Secondary Major		See individual programs	
	9. Advertise course offerings in various outlets		Posted fliers for a variety of courses; listed Swahili on USFConnect , held an information session, and advertised to local community. S'11 prepared booklet with all course offerings; also to be shared with summer	F'10 and ongoing

			advisers	
	10. Hold teaching workshops and sessions in which students can present work	F'11 for developing forums for students to present their work.	Workshops offered on ongoing basis in LCC; Claire Kramsch talk about culture competency F'10; ACTFL Writing Proficiency workshop S'11; 3 hour workshop with faculty planned for August F'11.	F'10 and ongoing
	11. Language instructors should regularly visit each other's classes	F'11	There has been an expression of interest in doing this but it has not been formalized yet.	
	12. Re-structure tutoring program		Karyn offered pedagogy course in F'10 and will again in F'11; Susanne Hoelscher experimented with alternatives; discussions continue	F'10 and ongoing
As advocates for languages, take leadership in communicating with the faculty at large and first-year advisers in particular	1. All language program faculty at all ranks to teach language		See individual programs	
	2. Each semester, offer content courses in the target language at the upper division		Always strive to do so; enrollments can pose problems; support of administration appreciated for necessary classes that have low enrollment	
	3. All faculty at all ranks to offer content courses in the target language on interesting		See individual programs	

	topics			
	4. Encourage department faculty to 'reinvest' in language students		See individual programs	
	5. Establish rotation of courses offered in other programs		See individual programs	
	6. Require online posting of projected offerings at all levels of language and content courses for next 2-3 years	F'11 (after completion of revisions to majors and minors in S'11)	Work during the summer on website; will include online posting of offerings	
Student development and learning	1. Create more visibility		Video will be completed in F'11; working on new website; will participate in Welcome Week excursions (for French and Swahili); booklet with courses to be distributed among all summer advisers	
	2. Language tables		Ana arranged for language tables to be held in lobby of cafeteria	S'11
	3. Outreach	F'11 for discussion of options	One idea is to invite high school students to campus events; possibly to have students prepare a play for credit throughout the semester and then invite high school students to performance.	
	4. Language clubs		Currently clubs in French, Spanish and Japanese but sometimes difficult to sustain when active students graduate	
	5. National honor society		See individual languages.	

	6. Film festivals/showings	F'11 for discussion	Will most likely develop in conjunction with next point (residential options)	
	7. Residential options	F'12; will prepare F'11 and S'12	Invited Peter Novak to a S'11 meeting to talk about residential options. One suggestion to have a Polyglot floor where students interested in language learning sign up. MCL would develop cultural activities such as film screenings to engage the students on the floor.	

French

Recommendation	Action	Proposed timeline	Progress report	Completed
Coordination, consultation and cooperation between different faculty members need to be improved	<ul style="list-style-type: none"> • New coordinator appointed • Regular meetings between coordinator and PT faculty • Regular meetings of FT faculty • Meetings of all French faculty 		Matthew has held 7 meetings with the PT faculty this past year and has created a real esprit de corps. French FT faculty worked together to make revisions to the major and minor and introduce the secondary major and continue to work together developing syllabi and working on assessment.	Fall 2010 and ongoing
The program should introduce a number of transitional courses taught in French	<ul style="list-style-type: none"> • Changes to major to include 200 level CBI courses • Development of new 200 level courses 	<p>FREN 255 to be offered for the first time in F'11</p> <p>Another 200 level course has been developed by Gaëlle Corvaisier</p>	New Major, Secondary Major and Minor agreed upon during Fall 2010 and approved by the Curriculum Committee in S'11	S'11

		and will be offered in S'12		
There needs to be better sequencing, balancing and renumbering of courses at the 200, 300 and 400 levels	Changes to Major and Minor and introduction of Secondary Major			S'11
The program needs more regular offerings of interesting content courses taught in French that are based within the department	Introduction of new content courses at 200 level (and potentially beyond)	F'11	Two 200 courses approved in S'11 (FREN 255 Diplomatie sans frontières and FREN 265 Les Enfants terribles). Will consider teaching more French/English hybrid courses (extra discussion hour in French, for example)	S'11 and beyond
The program should consider starting a capstone experience for senior French majors		F'11 for discussion	Given the small number of students at this time, it is difficult to have a separate course fulfilling this requirement. But it may be feasible to have students add 2 units to their final 400 level seminar and expand their research paper	
Other, from general departmental recommendations (signaled as "See individual programs" in section on Department as a whole)	1. Offer 3-4 regular courses evenly distributed between 200, 300 and 400 levels (in the target language)	F'11	1. Will introduce 200 level courses in F'11.	
	2. All faculty at all ranks to offer content courses in the target language on interesting topics		Invitation has gone out to PT faculty to develop content course syllabi for evaluation. One such syllabus has been received. A PT faculty member will also get to teach our new FREN 100 French and the City course.	
	3. Work with other departments to develop courses on the model of "Languages across the Curriculum"		a) Two of the 200 level courses we are developing will appeal to BAIS students (Diplomatie sans	

			frontières—discussed with Annick Wibben who said would be of interest and then also shared with Keally McBride who made some recommendations—and Réconciliation or some such course focused on conflict resolution, forgiveness and reconciliation). These courses will be of interest to students who have chosen both African and European regional emphases. b) The new 2-unit grammar course that we intend to offer every semester (Finesses de la langue) can also serve as a reading course for MAIS students since it will include grammar and vocabulary logs based on readings done in the class but also in other classes or outside of class.	
	4. Re-structure French major by bringing resources back to programs		It is not only the structure of the majors/minor that has faculty invested in other interdisciplinary programs supported by the administration. Will continue to keep the primacy of French students in mind.	
	5. Consider introducing Secondary Major	F'11	Secondary major included during discussions in F'10; will be implemented in F'11	
	6. All language program faculty at all ranks to teach language		Matthew Motyka has taught lower division language courses but the division mostly remains in place.	
	7. Each semester, offer content courses in the target language at the upper division		Already attempt to do; low enrollment and class cancellation makes is difficult; appreciate	

			support from administration for keeping open some low enrollment classes	
	8. Encourage department faculty to 'reinvest' in language students		Matthew teaching language courses; French Culture through Cuisine meant to recruit French majors and minors; Comp. Lit. requires investment in language	
	9. Establish rotation of courses offered in other programs	F'11	Initiated developing this rotation during revisions to French Studies; plan to post on website in the future	
Recommendation requiring extra resources	1. When courses taught in English, consider adding an extra 2-unit component that could be taught in the target language		This would actually also "eat up" faculty course time. Will consider but has not been instituted at this time.	
	2. Develop higher level language courses	F'11	New 2-unit grammar course offered every semester	
	3. Set proficiency goals for each course, preceded by assessments to determine the current level of student proficiency		This taking place at the departmental level. A committee was created under Karyn Schell's leadership that is currently developing online resources to share with department and we are moving to greater standardization and inclusion of proficiency guidelines in all syllabi.	S'11 and ongoing

Spanish

Recommendation	Action	Proposed timeline	Progress report	Completed
The faculty needs to more vigorously recruit Spanish majors and should proactively recruit students who have tested out of Spanish or who have AP credits	<ul style="list-style-type: none"> • Reconfiguration of the major and minor to be more interdisciplinary • Introduction of First-Year Seminars taught in Spanish (to be offered in Spring 2011) • Introduction of SPAN 222 (Spanish for Bilingual Students II) • Development of new 200-level content courses for students who tested out of Spanish or have AP credits • Students with AP credits must now meet with a Spanish faculty member to allocate units (and discuss possible coursework in the program) • Social events every semester for our majors and minors (movies, language tables, etc.) • Routinely advertise Spanish-related events among majors and minors 	<ul style="list-style-type: none"> • F'11 • F'11 • S'11 • S'11 (to be offered in F'11) • S'11 • Ongoing • Ongoing 	<ul style="list-style-type: none"> • New major and minor agreed upon during Fall 2010 (relates to items 2-4) and were submitted to CC during S'11 • Course was submitted to the Curriculum Committee in F'10 • SPAN 206, 216 and 226 were submitted to CC during S'11 • Ongoing 	<ul style="list-style-type: none"> • S'11 • F'11 • S'11 • S'11 and beyond • F'10 and beyond • F'10 and beyond
The program should consider more creative course management strategies, e.g. offering some courses at both 300 and 400 levels but giving students different workloads and assignments.	<ul style="list-style-type: none"> • Offer courses at both 300 and 400 levels (e.g. 327/480) • Allow LAS majors and minors the possibility of submitting papers and doing oral presentations in English while enrolled in Spanish courses 	<ul style="list-style-type: none"> • F'10 • F'11 	<ul style="list-style-type: none"> • Students were allowed to take SPAN 480 in lieu of SPAN 327; course requirements and evaluation were adjusted • Discussed (and embraced by LAS faculty) in F'10 	

Develop a secondary major option.	Secondary major was rejected during F'10. Faculty felt such an option degraded the major, and our students require the current number of language courses to achieve desired level of proficiency in Spanish	F'10	This option was brought up by Dean Camperi during a meeting with Spanish faculty in S'11. Perhaps giving this secondary major a different title would create a better impression to students	Ongoing
Consider concurrent (or joint) appointments for selected faculty in other disciplines.	Karina Hodoyan has been proposed for a joint appointment for LAS and/or MAIS	F'11	Deans would like enrollments to increase before such appointment is granted	
Allow at least two-crossed listed courses taught in English to count for the major.	Option considered and rejected in F'10. (See "Action" for secondary major)			
Consider creating several bridge courses at the upper 200-level that could count toward the major.	Development of new 200-level CBI and content courses for the new major and minor	S'11 (to be offered for the first time in F'11)	Proposals for SPAN 206 ("Confluences and Conflicts in the Spanish Speaking World") and 226 ("Introduction to Spanish Translation") were submitted and approved during S'11	S'11 and beyond
Greater cooperation between the language programs and the Center for Global Education.	<ul style="list-style-type: none"> • Gather names and email addresses of students who studied abroad in Spanish-speaking countries during the prior academic year in an effort to recruit and retain more students for the program • Gather pictures with captions and mini-video clips of students recounting of their experiences abroad to be included in the program website 	<ul style="list-style-type: none"> • F'10 • F'10 (to be included in program website in Spring 2011) 	<ul style="list-style-type: none"> • Lists of students who studied abroad during 2009-2010 have been gathered for future references and recruitment • Ongoing 	•F'10 and beyond
Consider special numbering for courses taken abroad so students return with	• Accommodate courses taken abroad within the major and minor.	• Ongoing	• Faculty currently filling out substitution forms for courses taken	• F'10 and beyond

courses that do not overlap with USF courses but count for the major.	<ul style="list-style-type: none"> • Consider new numbering and categories for courses (0-29 for Language and Culture, 30-69 for Literary and Cultural Studies and 70-89 for courses taken abroad and electives) • Reconfigure major and minor to include more interdisciplinary subjects that make transferring of any coursework taken abroad easier 	<ul style="list-style-type: none"> • S'11 • S'11 (to be offered in F'11) 	abroad	
Program website should be updated with active bios for full-time and adjunct faculty	Include bios for all faculty in the Spanish program			S'11
Other, from general departmental recommendations (signaled as "See individual programs" in section on Department as a whole)	<p>1. Offer 3-4 regular courses evenly distributed between 200, 300 and 400 levels (in the target language)</p> <p>2. All faculty at all ranks to offer content courses in the target language on interesting topics</p> <p>3. Work with other departments to develop courses on the model of "Languages across the Curriculum"</p> <p>4. Renumber course sequencing</p>	F'11	<p>1. Will introduce additional 200 level courses in F'11.</p> <p>2. Invitation has gone out to PT faculty to develop content course syllabi for evaluation</p> <p>3. a) Our new courses will be of interest to LAS and BAIS students (especially those who have chosen both European and Latin American regional emphasis) b) One of the 400-level courses will be taught by a Spanish-speaking faculty from a different department every year, and the topic (and discipline) of these classes will thus vary c) There will be 2-unit reading courses</p>	

	<p>5. Re-structure the Spanish major by bringing resources back to program</p> <p>6. Consider introducing Secondary Major</p> <p>7. All language program faculty at all ranks to teach language</p> <p>8. Each semester, offer content courses in the target language at the upper division</p> <p>9. Encourage department faculty to “reinvest” in language students</p> <p>10. Establish rotation of courses offered in other programs</p> <p>11. Language tables</p> <p>12. Residential options</p>		<p>for both MAIS students and Spanish majors and minors</p> <p>4. Include numbering strategies to distinguish courses in each category: 0-29 for Language and Culture Courses, 30-69 for Literary and Cultural Studies and 70-89 for courses taken abroad and electives</p> <p>5. It is with this idea in mind that our major has been restructured</p> <p>6. Secondary major included during discussions in F’10 (yet won’t be implemented).</p> <p>7. All faculty at all ranks currently teach language courses</p> <p>8. All courses (with the exception of SPAN 216) are taught in Spanish</p> <p>9. All faculty at all ranks teach “language” courses</p> <p>10. Discussed, but not implemented yet</p> <p>11. Spanish Conversation Tables have been offered every week for the past 10 years; they’re now part of the Language Tables introduced in S’11 by the department</p>	
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			12. Peter Novak came to a S'11 meeting to discussed themed-floors in student dorms in F'12	
Recommendation requiring extra resources	<p>1. When courses taught in English, consider adding an extra 2-unit component that could be taught in the target language</p> <p>2. Develop higher level language courses</p> <p>3. Set proficiency goals for each course, preceded by assessments to determine the current level of student proficiency</p>	<p>F'10</p> <p>2. S'11</p> <p>3. S'11</p>	<p>1. Option considered and rejected in F'10</p> <p>2. New courses were submitted in S'11 and more will be proposed in F'11</p> <p>3. Proficiency goals have been set for the first fourth semesters and for graduating majors; some graduating seniors were tested in S'11</p>	

External Review of Tutoring Program (site visit conducted in April 2013)

20 August 2013

*To: Prof. Stephen Roddy (Japanese, Co-Chair MCL)
Prof. Karen Bouwer (French, Co-Chair MCL)
Modern & Classical Languages, University of San Francisco*

*From: Dr. Joan Molitoris (Associate Director, SLC)
Dr. Heather Howard (French Language Program Coordinator, SLC)
Stanford Language Center, Stanford University*

*Re: External Review,
Conversation Tutoring Program & Foreign Language Writing Center*

We very much enjoyed meeting and speaking with the various members of the department in April, and are grateful for the opportunity to talk shop with colleagues from another institution. This happens all too infrequently in the profession, so we appreciate the thought and care extended to us during our visit, especially during such a busy end-semester season. It was apparent to us that faculty and students alike take great pride in being members of the USF community and are personally and professionally invested in its mission.

We recommend that much be systematized across the MCL in order to give greater cohesion to the conversation and writing programs, and to the department at large. We believe that this loose organizational structure as a “federated” department is directly reflected in an uneven design, implementation (e.g. scheduling), and therefore success of the various conversation tutorials and writing centers. In our opinion, these two components should be maintained but developed toward a more efficient and cohesive model within the MCL. Our purpose in analyzing both—which we will treat separately below—is to attempt to propose some alternative, workable scenarios.

As a first step, we would advocate modifying the terminology currently attached to both components: “tutorial”, in referring to close, individualized instruction, does not capture what tutors seem to do in the conversation sessions; likewise, a plurality of writing “centers” within one department seems redundant and not representative of the writing tutors’ role during their individual sessions. Perhaps “conversation section leaders” and “writing consultants” would more accurately depict these roles.

CONVERSATION

Input and Observations:

Overall, full-time and adjunct faculty described the conversation sections as a valuable resource, designed to increase contact hours for their students and provide an opportunity for less-structured conversation practice in sessions led by peers. Although there was general agreement that these sessions should continue, several issues were raised by the different language groups and the individual instructors in attendance. All agreed that the scheduling of the sections presented the greatest challenge, as it involved coordination between those setting up the schedules (coordinators or language directors or the MCL program assistant), the faculty, the students, and those leading the tutoring sessions; often instructors did not get student schedules to coordinators in a timely fashion, thus delaying the start of the program until well into the semester. Other issues raised variously by language groups were: recruitment and retention of qualified candidates; timing of the recruitment process; tutor non-compliance (e.g. little to no communication with instructors, absences, tardiness); or repeated absences on the part of student attendees. One point of debate was how to assess and integrate student participation in the final class grade; the percentage appeared to vary from 5% to 10% depending on language. Those language groups evidencing the most structured and cohesive instructor-to-tutor communication, e.g. Chinese and Japanese, had the fewest complaints about the resource.

Input from the language tutors themselves was mostly positive; the group was self-selecting and appeared to be the most invested in the job. Motivation for wanting to become a tutor ranged from seeing it as a way to meet people and share their own cultural and linguistic backgrounds, to wanting to work with their peers. Across languages, the tutors appreciated the way in which their individual program interpreted conversation sessions, e.g. flexibility to design their own sessions (French and Chinese), clear guidance from faculty (Japanese), explicit sample activities from instructors (Spanish). The language tutors mentioned that they would like more detailed and concrete feedback on how their sessions were perceived by the student attendees; and that it would be helpful if instructors were to remind students early on and on a

regular basis to attend the sessions. Some challenges they expressed were shyness of student attendees who are reluctant to talk; communication difficulties with instructors (ranging from too little to too much contact); and delays in receiving students' schedules from instructors, which impact the start date of the conversation sections.

We also met with a small group of student attendees to the conversation sections, who were exclusively from Japanese. We are therefore unable to comment on student perspective in other languages. These students studying Japanese appreciated having access to native speakers from their peer group, the chance to practice conversation in a more natural, less-structured environment, and simply the additional conversation practice. One student even suggested that there were not enough sessions offered in the spring and that s/he would enjoy even more practice, but on average, all were satisfied with the Japanese conversation program.

Suggestions:

Definition of Objectives

In our analysis of the conversation program, we faced a recurring question with regard to the purpose of this resource. Aside from the administrative "additional contact hour," what exactly is its designated function, and why is it necessary? What concrete objectives does each program—and the MCL as a whole—hope to achieve? Do the sections simply offer additional practice to supplement the regular classes? Or do they exist to compensate for insufficient class time dedicated to open-ended oral production in the language? We are not suggesting that the conversation component be eliminated, but that the MCL conduct a close examination of programmatic objectives for each language, and from there, define how the conversation program should be articulated within and across the existing language programs.

Regardless, we urge that classes devote time on a regular basis to proficiency-based activities focused on interpersonal communication. Being "trained" in such a format a priori (as was observed by some of the Spanish faculty), student attendees may very well be more likely to open up and participate in their peer-led conversation sessions. Precisely because these sessions are student led, we feel it makes sense to assign them a uniform percentage of no more than 5% of the final grade, and assess participation on a credit/no-credit basis only (for example, no credit for a pre-determined number of absences). This would be an additional small but significant gesture toward developing some consistency across language programs, and release conversation leaders from the burden of judging their peers.

Candidate Selection and Training

In selecting conversation section leaders (as mentioned previously, we support a shift in terminology that would more accurately reflect this role), a two-part vetting process—general interview followed by language proficiency interview—could eliminate some of the problems referenced by faculty such as lack of communication with instructors, absences, low commitment, etc. The interview process would thus focus not only on candidates' linguistic ability but also on their interest in teaching and helping others. Candidates would need to commit to the job for one year and abide by the established requirements: e.g. weekly communication with the instructor/ coordinator, observation of at least two language classes on days when conversation-based activities are planned, attendance at all scheduled trainings, etc. While a 2-unit FL pedagogy course may no doubt be valuable and of interest to students majoring in FL education, we believe it is unrealistic to expect these section leaders, i.e. student

workers, to take a course unrelated to their own academic interests, and unreasonable to require them to do so.

However, regular workshops should be held—for example, two per semester, one early on, one at mid-term—to expose conversation section leaders to the kinds of communicative strategies and activities they could use effectively in section. We understand that similar infrastructural support is currently in place, and hope that it continues in collaborative fashion across languages. Our recommendation is that these workshops be advertised as practical training, a sort of hands-on clinic, in order to underscore the relevance and substance of the position. Presently, since some section leaders receive concrete “lesson plans” from instructors; others collaborate with instructors in designing activities; and still others are much more independent, with little to no monitoring, we suggest bringing these models together in one forum. The workshops could be instructor- or student-led, but should ideally involve both. Perhaps a panel of instructor/student “pairs” in each language could present sample activities per level, and provide templates in English, to demonstrate the applicability of proficiency-based activities across languages.

We agree that a pay scale of \$10/hour) is a bit low for this type of position, given the training and language competency required. Rather than compensation for preparation time, however, we would suggest a modest hourly increase if feasible (e.g. \$11-12/hour); plus payment for observing designated language classes and for attending orientation and training workshops, with additional merit-based remuneration for initiative and leadership in the program.

Calendar, Scheduling, and Recruitment

We heard from several groups that scheduling of conversation sections remains a serious issue because of variables such as room availability, student and section leader schedules, credit unit distribution, etc. As we do not fully understand nor have experience with the system, it is difficult for us to come up with a solution. One alternative to student-led conversation sections would be to implement instructor-led sections. For example, appoint the same instructor per course section for an additional hour per week of conversation; or appoint one or more instructors as conversation section leader(s) per language (depending on estimated enrollments), to conduct several/all conversation sections per week. While we do not support the use of online partners for conversation practice, such resources might be useful if used in an ancillary capacity. We feel strongly that they should not replace the weekly conversation section, but perhaps there is a way to implement both.

Regardless of which route the MCL chooses—student-led, instructor-led, or a combination—we believe that the function and academic value of conversation sections needs to be clearly defined and normalized across the department to give greater cohesion to the program.

If continuing with some form of student-led conversation sections, it is imperative to establish a clear calendar and timeline--across languages where possible--for all steps involved with: advertising and recruitment; candidate interviews (general and language-specific); receipt of student schedules from instructors; conversation sections start date (e.g. no later than week 3 of the semester). Throughout spring of the previous year, for example, before finalizing candidate selection: begin systematic recruitment and solicit candidate recommendations from all teaching staff. Identify all source pools of potential candidates at USF and advertise accordingly. Establish an active recruitment process and regular outreach to key players, e.g. international student clubs, organizations and list-serves; campus institutes and centers; graduate as well as undergraduate departments that attract or are known to have international students (TESOL graduate students from China are one successful example; in a similar vein, other schools should be explored, such as Nursing/Health, Management, Law; as well as departments within Arts & Sciences, however related or unrelated to foreign language they may be, e.g. biology, criminal justice, environmental science, etc.); and of course, qualified majors/minors of the target language.

WRITING

Input and Observations:

We understood that currently, the Writing Center tutors are adjunct instructors who also teach language courses in three language groups that offer this service to their students within the MCL: Spanish; French; and Japanese, where the service is provided by a native speaker EFL exchange student. In Japanese, this exchange student worked closely with the Japanese language instructors; both parties expressed satisfaction with the arrangement. In Spanish, adjunct faculty who serve as writing tutors felt the service worked well for their students also, especially when they (the writing tutors) and the regular instructors communicated directly with

each other to delineate writing tasks and clearly outline expectations. In French, some instructors felt that the rewriting process, which require three drafts for each composition, should be done with them in class or during office hours, rather than with a writing tutor. The percentage of the class grade (30%) allocated to the required writing center consultation also arose as an issue of contention.

Overall, students had a positive response to their experience with the writing tutors. In our meeting with those who had used the resource, some of the issues raised were: insufficient time to fully discuss a paper (20 to 30 minutes); lack of coordination between the language instructor and the writing tutor (e.g., the writing task was not clearly communicated); rotating access to the tutors (which meant that tutoring sessions were too close/too far from paper deadlines, and/or that students needed to brief more than one tutor on their papers); as well as a desire for more help with grammar and vocabulary.

The writing component seems to have worked most smoothly in Spanish and Japanese, where instructors and writing tutors are in clear communication about expectations and instructions. In Spanish, for example, there is intra-program agreement that emphasis should be placed on developing content and organization of the compositions, rather than on grammar. In French, however, the lack of coordination and cooperation between instructors and the adjunct writing tutors has led to conflict and tension among the various parties; some believe the goal of the writing center should be to produce a “clean copy” at the end of the process, or to address discrete grammar points, while others maintain it should focus on the writing process itself. In addition, writing center sessions were not very fruitful if students were not far enough along in the writing process when they sought help from the tutors.

Suggestions:

As mentioned previously, we believe a shift in nomenclature from writing “tutors” to writing “consultants” could be helpful as a first step. Clarifying how students are to use the resource at the outset is imperative, as is clearly setting up how the writing component is to be integrated into the class grade. Throughout our analysis, in fact, the question arose as to why this is a requirement rather than a suggested resource. In other words, since we view writing as an individual, phased and iterative process, it seems logical to have a designated adjunct available during scheduled drop-in hours to assist students who are struggling, cannot make the office hours offered by their instructors, or would like additional feedback. This type of service could be eventually implemented in other languages, as well as extended, perhaps, to first-year language students.

In parallel to our recommendations for the conversation program, we believe that greater articulation and practice of writing should be implemented within language programs, and in class by instructors, prior to assigning topics and sending students to writing consultations. Integrating “pre-writing” activities into classroom time, i.e. brainstorming, mental mapping, spontaneous short writing, etc. would better prepare students for the actual writing task, afford instructors valuable information about their own students’ writing, and underscore the importance of writing as process.

A thought on funding: perhaps one way to allocate funds available to the MCL for writing and conversation programs would be to appoint, per language, the same adjunct(s) to both resources. In Japanese, for example, one person currently serves as both conversation and writing tutor; for languages with larger enrollments, two or more adjuncts could be appointed as appropriate. Student attendance at conversation sections would remain mandatory; for writing consultations during scheduled drop-in hours, optional or on the recommendation of the language program and/or instructor. The appointed individuals could assume some leadership and coordination duties in both programs, and work with similarly-appointed colleagues from other languages to develop common internal working guidelines, in exchange for a course release per semester, for example.

GENERAL CONCLUSION

Optimally, we believe that much could be accomplished through hiring one individual with leadership and vision in a full-time, dedicated position. This individual would have oversight of what is currently called the foreign language conversation tutorials and writing centers. His or her charge would be to work within and beyond the framework of the MCL in order to consolidate, normalize, and develop programs while preserving the flavor of respective languages; articulate them toward a common objective; restructure, streamline, and simplify the scheduling system, thereby releasing the MCL co-chairs, co-directors and coordinators from administration of these responsibilities. We are not advocating for hiring a “lab director” in the traditional sense, but rather, for consolidating foreign language conversation and writing programs under one directorship. S/he would work closely with and alongside full-time as well as adjunct faculty, departmental administrator(s), and students. The successful candidate would have a demonstrated record of FL teaching and administrative experience at the college level; and be well-versed in FL pedagogy, technology, and most critically, current research in oral and writing proficiency, preferably holding ACTFL-FSI tester/rater certifications in OPI and WPT.

BY-LAWS OF THE DEPARTMENT OF MODERN LANGUAGES AND CLASSICS

(Approved December 2, 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 three 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. In cases where a vote must be taken before a meeting can be called, the chair may, at his or her discretion, conduct such votes 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.

DEPARTMENT CHAIR JOB DESCRIPTION

Office of the Provost

Academic Affairs

Role

Department Chairs at USF are critical to USF's success and academic excellence. Department chairs provide vision and collaborative leadership to advance their discipline(s) and foster the highest possible level of excellence in teaching, research, and service both inside and outside the University. The chair articulates the goals of the department; advocates internally and externally for the department; guides the department's actions or requests in pursuit of its goals; and

maintains a professional climate that promotes academic excellence, fosters collegiality and good morale, and supports a student-centered academic culture. In order to effectively serve in this role, the chair is expected regularly to be present on campus and accessible throughout the calendar year.

Appointment/Election

Article 25.1*: All department chairs shall remain in the bargaining unit. All full-time faculty, without exception, may participate in the election of the chair. The election for chair shall be by secret ballot and by a simple majority of members who are present to vote.

Responsibilities

Article 25.2: The department chair shall be accountable to the Dean and shall perform duties and responsibilities as set forth by the Dean. Such duties may include but not be limited to:

Communication with faculty

- Engages in frequent communication with the dean and associate dean(s) on departmental matters
- Regularly participates on college/school governing body meetings (College Council, etc.) and distributes and reviews minutes from such meetings with department faculty
- Informs department faculty of college/school activities, policies, decisions, etc.
- Holds regular (at least monthly) department meetings and provides meeting minutes to the faculty and the dean

- Maintains a climate of open communication, collegiality, and teamwork within the department
- Works to resolve differences among faculty
- Ensures that faculty are fully engaged in departmental and general faculty duties

Student advising

- Oversees student academic advising in collaboration with Student Life and the Center for Academic

and Student Achievement

- Promotes the University's Stay on Track initiative to promote retention and ensure timely graduation rates for all students in the department
- Balances advising assignments among faculty
- Responds to student requests, concerns, appeals, etc.
- Assures oversight and support for department-based clubs and honor societies
- Ensures compliance with grade appeal policy and academic honesty policies

Scheduling

- Schedules classes in conjunction with dean's office staff
- Develops principles and agreements for course scheduling and assignment that are fair and transparent
- Ensures careful stewardship of the teaching budget by creating an efficient schedule and ensuring student needs are met
- Develops strategic schedules for summer, intersession, and the branch campuses
- Anticipates student needs and engages in long range planning for the department

Budgeting

- Efficiently manages the department's budget as allocated by the dean
- Discusses the department budget with department faculty to identify and support the department's common objectives

- Utilizes the University's business intelligence tools to support better decision-making
- Works with dean to identify needs for new faculty, staff, and departmental resources
- Promotes transparency in use of the department budget

Program development and review

- Manages the program review process/self-study, coordinating the development of the self-study, leading discussions among department members, meeting with the visiting team, coordinating a response to the visiting team report, and evaluating and reporting on changes made as a result
- Manages the ongoing process of student learning assurance, including the assessment of learning and implementation of change strategies ("closing the loop") to address the results of assessment efforts
- Develops a department vision statement and other requirements in accordance with accreditation guidelines (WASC, AACSB, CCNE, BBS, etc.)

Student Recruitment

- Assists with new student recruitment, enrollment (such as yield events), and retention of majors

Report writing

- Generates reports requested by the dean
- Ensures faculty maintain current up-to-date curriculum vitae

Planning department functions

- Plans and coordinates department events and functions
- Organizes and presides at regularly scheduled departmental meetings (at least once a month)
- Organizes department orientation event for students in cooperation with Student Life
- Participates in regular events for school/college alumni
- Organizes end-of-year awards or other celebratory events

Working with the Dean on administrative responsibilities

College/School

- Serves as a positive and proactive member of the dean's team
- Identifies strategic needs and goals of the department in collaboration with the dean
- Collaborates with other chairs regularly on college/school or University matters
- Oversees and develops Summer and Intersession programming
- Develops a strategic presence for the department at branch campus locations
- Ensures compliance with programmatic and college/school policies and procedures

Department

- Ensures election of new department chair no later than one month prior to completion of term
- Mentors incoming chair prior to completing term
- Helps to mentor new faculty
- Oversees administrative staff and conducts annual written performance review
- Encourages and supports faculty professional development (teaching, research, service)
- Assesses and promotes department's technology needs and capabilities

University and Community

- Understands and is familiar with full-time and part-time collective bargaining agreements
- Participates in or arranges for attendance of faculty at recruiting, fundraising, and other events on behalf of the department
- Represents the department to internal and external academic communities, alumni, business and industry, government, the media, foundations, and the general community
- Promotes and enhances the image of the department, college/school, and university through

participation in relevant professional and academic organizations

Evaluation and review of appointment procedures

- Ensures integrity of faculty searches in compliance with University policies and affirmative action guidelines

- Recruits, recommends, oversees, and evaluates part-time faculty in accordance with the department's agreed upon practices and the Part-time Faculty Collective Bargaining Agreement

- Recommends reappointment or non-reappointment of part-time faculty

- Participates in the review of applications for the part-time faculty Preferred Hiring Pool, as outlined in the Part-time Faculty Collective Bargaining Agreement

Reporting to the Dean on faculty accountability for workload or for funds spent for departmental activities, curriculum and the like

- Ensures that each faculty member has taught the required number of units

- Reports to the dean on faculty accountability for workload as outlined in the department's faculty ACP agreements

Compensation

Released time: Article 25.2: The department chair shall be compensated with released time.

Released time shall be from three (3) to six (6) units per semester as determined by the Dean.

Should the department chairperson not perform duties as set forth by the Dean, such released time shall be immediately withdrawn and the individual may be reassigned by the Dean.

Stipend: for summer responsibilities, as outlined by the Dean

Training

The following training workshops will be offered to department chairs on a regular basis:

- Department chair boot camp

- Conflict management and resolution skills

- Hiring practices and performance review

- Review of collective bargaining agreements

- Other workshops identified by the chairs and deans

Performance Review

Article 25.4: If the Dean determines that a department chair is not fulfilling responsibilities as set forth in the Labor Agreement, he or she may request the department in writing to elect another chair. Should the department faculty fail to vote for and designate a new chair within two weeks from the date they are requested to do so by the Dean, the Dean shall request another election.

Should the department faculty fail to vote for and designate a new chair within two weeks after a second written request from the Dean, the department shall forfeit the right to elect a chair, and the dean may: administer the department from his or her office; or merge the department with one or more departments within the University.

*Words in bold and italics come directly from Article 25 of the Collective Bargaining Agreement between the University of San Francisco and the USFFA.