1. **What student learning outcomes were assessed this year, and why?**

See FL student learning outcomes. All learning outcomes were assessed and survey questions were added to particularly assess students' dispositions.

2. **How were they assessed?**

   A) **What methods were used?**

   Our current assessment plan consists of “direct assessment materials” and “indirect assessment materials.” Direct assessment materials include students' transcripts along with detailed course objectives, requirements, grading criteria, and sample essays from the upper division courses or the capstone courses. Indirect materials include an exit survey that students complete during the last quarter of their senior year.

   B) **Who was assessed?**

   All majors before they graduate.

   C) **When was it assessed?**

   May-June 2010

3. **What was learned?**

   This department continues to be strong in training language proficiency and cultural fluency (defined in Assessment Report 2008). Our exit survey data indicates that 100% of the students achieved pragmatic communicative competency in their respective target languages (Departmental Learning Outcomes 1 and 3). The direct assessment materials indicated 85%. On Departmental Learning Outcome 5, "Majors will acquire an overview of historical and cultural features of the country/countries in which the target language is spoken," both direct and indirect assessment indicated 100% satisfaction. Survey questions 9 and 10 not only examined the students' language skills but also their disposition. We find all of our students are personable and
collegial. They display a willingness and openness to explore other cultures, which is why they chose to major in foreign languages.

This department should be commended for implementing its student learning outcome 4: “All majors should study abroad for one semester (or equivalent) in a country where the language is spoken.” All forty majors have studied abroad. This raises the Department of Foreign Languages to the forefront in contributing to the achievement of the university goals, especially Goal 1, “Integrate international experiences and global education in curricular and co-curricular initiatives,” and Goal 6, “Embrace diversity, equity, social justice, and cultural responsiveness across the university.”

We find the Departmental Leaning Outcome 2, “students will develop critical thinking competencies,” equally well achieved. According to the exit survey, 100% of students claimed to be capable of formulating and verbalizing their interpretation of a literary text using the language of critical reading; last year it was only 42%. The conscientious efforts of the FL faculty in training critical thinking and research skills contributed to this progress. Another influential factor is the high percentage of Spanish majors who took upper division literature/culture courses on campus among the students who took the survey.

In questions that were added to the exit survey last year to examine students' abilities with different registers of languages such as legal and business language (questions 6, 7), 87% of students claim that they are able to understand the contract to their new apartment and write a cover letter for their future boss well or fairly well. Last year it was only 42%.

4. **What will the department or program do as a result of that information?**

The Department has been strong in the areas of language proficiency, cultural fluency, and study abroad since the inception of the assessment project two years ago. We made progress last year in training critical thinking, research skills, and practical usage of language such as business and legal language. Both students and faculty are satisfied with the results of our endeavors in all these areas, but we will continue to try and improve our results.

5. **What did the department or program do in response to last year’s assessment information?**

The Department has made progress in training critical thinking, research skills, and practical usage of language such as in business and legal situations in response to last year’s assessment information.

Last year the department also tentatively put out a portfolio evaluation project that remains under faculty consideration. Meanwhile, some programs have tried out new capstone courses (Chinese program—see attachment) or repackaged preexisting courses into capstone courses (Japanese program).
Additional information:

I am attaching the following documents:
   1. Exit survey—FL 2010
   2. Syllabus for the capstone course of the Chinese program

If you are interested in direct assessment materials, please contact the FL Assessment Committee chair Mei Chun (meic@cwu.edu)
Exit Survey: Department of Foreign Languages

Congratulations on completing your program here. We sincerely hope that the education you have received from our department will prepare you for the next phase of your professional life. In order to ensure this for future students, we would like to ask you a few questions about your classes and overall experience in the department. This survey is entirely voluntary and we really appreciate the time you spend filling it out for us. Thank you!

Personal Information:

Language Studied: _________________________
Program (Major, Broad Area Major, Teaching Major, Minor): _________________________
Advisor: _________________________________
Graduation Term and Year: ________________

Coursework (please circle your response – 1 being “not at all” and 5 being “very much so”):

1. I fully understand the grammatical structures and sentence patterns of the language I studied.
   
   1  2  3  4  5

2. I can communicate an overview of the literature, history, and cultural features of the countries in which the target language is spoken.
   
   1  2  3  4  5

3. When you pick up a literary text, how well are you able to formulate and verbalize your interpretation using the language of critical reading and your knowledge of the text’s literary backgrounds, generic features, and historical contexts?
   
   1  2  3  4  5

4. Imagine that you accept an irresistible one-year job offer in a country where the target language is spoken. How well would you be able to negotiate with the owner of the apartment you are interested in renting?
   
   1  2  3  4  5

5. And with your future boss?
   
   1  2  3  4  5

6. How well would you be able to understand the contract to your new apartment?
   
   1  2  3  4  5
7. How well would you be able to write a cover letter in the target language for your future boss?

1  2  3  4  5

8. How well would you be able to understand your co-workers?

1  2  3  4  5

9. Talking to your new friends in a bar, how well do you think you could communicate with them both verbally and non-verbally?

1  2  3  4  5

10. In the same bar, your friends start arguing about the latest political news, how well would you be able to understand and contribute to the discussion?

1  2  3  4  5

11. One of your co-workers speaks a dialect you never heard before, how well would you be able to figure out where this person is from using your knowledge of the dialects in the target language?

1  2  3  4  5

Extracurricular Activities:

I participated in (please circle your response):

1) Language clubs   Yes   No
2) Conversation partners Yes   No
3) Other (please specify: ___________________) Yes   No

Is there anything else you want the department to know about your experiences in our program?
Spring 2010
Chinese 496: Seminar in Chinese Literature
Life Writing: Autobiographical Expression in Chinese Literature

Instructor: Mei Chun
Office: L&L 102G
Office Hours: TBA

Course Description:

In this course we will analyze autobiographical expressions in different genres and forms of life writing including autobiographies, third-person autobiographies, self-epitaphs, random jottings, and poetry. We will also examine life writing from the perspective of narratology: how do genres shape autobiographical expressions? What kinds of personas do the authors assume? What kinds of authority does an author draw upon when writing an autobiography from the third-person perspective or assuming an imaginary dead persona? Students are encouraged to think through the following paradigms: imaginary/memorial, individual identity/group identity, and public/private.

Learning Outcomes:

1. Students will be familiar with the literary, social, cultural, and historical backgrounds of the texts discussed in class.
2. Students will have a good understanding of literary studies.
3. Students will formulate their own answers to the questions raised in class.
4. Students will display their ability to analyze chosen texts while effectively drawing upon literary theories.
5. This serves as a capstone project for students graduating with a major in Chinese or Asian Pacific Studies with a focus on Chinese literature. Students taking this class to fulfill the capstone requirement must display their ability to read Chinese by including both primary and secondary materials in Chinese in their research projects.

REQUIRED TEXTS:
Online reserve

Pollard, ed. and trans., The Chinese Essay
Yang, ed. and trans., Vignettes from the Late Ming.

Lentricchia and McLaughlin, Critical Terms for Literary Study
Hacker, A Pocket Style Manual

Pei-yi Wu, The Confucian’s Progress.
Martin W Huang, Literati and Self-Re/Presentation
GRADING: Class participation and presentation 35%
Research project (20 pages) 65%

WEEKLY SCHEDULE

Week One: Course introduction

Week Two:


Autobiography in the Third Person/pseudobiography
Tao Qian, “Master of Five Willows” (Anthology, 311-19)
Ouyang Xiu, “The Old Toper’s Pavilion” (Anthology, 613-4) http://www2.hongai.edu.hk/~ckc/docs/drunkoldman.htm

CP, pp. 15-19

W.J.T. Mitchell, “Representation”

Week Three:

From the Mouth of a Dead Person:
Self-Epitaphs/Self-written necrologies
CP, pp. 24-32

Annalistic autobiography: Wen Tianxiang (CP, pp. 32-39), Deqing (Han Shan) (CP, pp. 142-159)

Stephen Greenblatt, “Culture”

Week Four:

Authorial self-accounts: CP, pp. 42-48
Prefacing Works with Life: Sima Qian, “Preface to Records of the Historian”

J. Hillis Miller, “Narrative”

Week Five:
“The Confucian’s Progress,” CP, pp. 93-141.

Week Six:
Fragments of Life in Personal Writings: Random Jottings
Zhang Dai: selections from Dream Memories from the T’ao Hut (Vignettes, pp. 86-103, Chinese Essay, pp. 84-93)
Li Yu: Pleasant Diversions (Chinese Essay, pp. 93-99)

Martin Huang, LSR, pp. 1-14.

Week Seven:
The Novel: The Scholars
Martin Huang, LSR, pp. 45-74.

Week Eight:
Project: topic, tentative thesis, bibliography
Hacker, pp. 1-98.

Week Nine:
Final Project: outline

Week Ten:
Final Project: draft

Additional readings (optional):

Two “Six Chapters”
Shen Fu, Six Chapters of a Floating Life
Yang Jiang, Six Chapters from My Life “Downunder”

The Novel: Dream of the Red Mansion
Martin Huang, LSR, pp. 75-108.

Suggested readings:

Barbara Johnson, “Writing”