I. Mission Statement

We provide Western students the skills to learn firsthand about major world societies. The department believes that the best way to understand a culture directly is through its language. The modern languages offered in the department – Chinese, French, German, Japanese, Russian and Spanish – are spoken natively by nearly two billion people. Latin and Classical Greek provide students the tools to study directly written works that form the foundation of Western civilization.

In keeping with the aim of providing the skills needed to learn about a culture, the department trains in the areas of language structure and literary analysis. Language structure is taught both holistically and analytically.

Holistic language learning is facilitated by modern methods and multimedia technology, as well as foreign study opportunities. The department supports the analytical instruction of language structures through a full range of language skills courses, as well as a significant number of courses in linguistics.

Literary analysis is essential to a student’s understanding of the highest achievements in aesthetic expression of a culture’s values. The department provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture.
Furthermore, the department imparts skills to future language teachers so that they may similarly enable high school students to begin the acquisition of other languages. To this end the department includes specialists in language methods.

The department provides Western students the opportunity to acquire intermediate skills in three Pacific rim languages other than English and Spanish: Chinese, Japanese and Russian. The department also supports the studies of Latin and Greek, and houses the Classical Studies program.

Hence, the multifaceted programs of the department provide an opening to the world through language, literature, culture and civilization. It is, therefore, a meeting place for true diversity.

II. Goals

The following goals represent the basic principles of the Mission of the department, and they focus them into categories of skills, abilities, and knowledge that will characterize graduates of our programs.

Skills/abilities

* write effectively in target language
* speak effectively in target language
* read critically in target language
* comprehend target language when spoken

Knowledge

* cultural awareness
* familiarity with social, artistic, political, and literary histories appropriate to the language studied
* sensitivity to difference
* understanding of linguistic structure (grammar, syntax, phonology)

III. Objectives

For each goal, we have specific objectives, the outcomes assessment of which is facilitated by a clear connection between goal, objective, and outcome.

Goal 1: write effectively in target language

Objective: a. demonstrate recognition of appropriate vocabulary and grammar
b. demonstrate correct use of vocabulary and grammar in simple sentences
c. demonstrate correct use of more sophisticated grammatical structures
d. demonstrate ability to analyze target language from a variety of perspectives

Goal 2: speak effectively in target language
Objective:  
a. demonstrate the ability to use simple sentences and appropriate vocabulary orally  
b. demonstrate the ability to use more complex sentences and accurate pronunciation  
c. demonstrate the ability to use basically correct sentences that reflect more sophisticated topics and terminology  
d. demonstrate the ability to speak on advanced topics with correct use of tense, aspect, and appropriate sequencing and subordination

Goal 3:  
read critically in target language

Objective:  
a. read with comprehension short elementary texts in target language  
b. read more complex texts that include an ample vocabulary and shifts in tense  
c. read and understand longer texts, various genres, and nuanced narratives  
d. read and comprehend items not written for learners of the target language, but rather texts that native readers of the language would read

Goal 4:  
comprehend target language when spoken

Objective:  
a. demonstrate understanding of target language when spoken slowly and kept very basic  
b. demonstrate some understanding of target language when spoken at a normal pace and with some technical vocabulary  
c. demonstrate almost complete understanding of target language when spoken by native speakers on basic topics  
d. demonstrate thorough understanding of target language spoken by native speakers, regardless of accent, on any number of sophisticated topics

IV. Assessment

1. Direct Measures
   - course portfolios constructed by instructors  
   - student test results in sequenced language courses that reflect beginning and ending competencies  
   - local competency tests (oral proficiency tested at end of senior year)  
   - certification and licensing exam (German Business exam only)  
   - embedded assignments of students in senior seminars  
   - placement of graduates in language teaching positions

2. Indirect Measures
   - periodic review of syllabi, textbooks, exams, etc.  
   - surveys of alumni  
   - exit interviews/questionnaires
3. “Assessment Blackboard”
   - individual language section mission statements
   - outcomes assessment plans for all courses
   - shared examples of activities and exercises that address the competencies and goals listed above
   - syllabi

4. Explanation

Information gathered by direct and indirect means is assessed and evaluated by individual professors, and then on the “sectional” and departmental levels. Faculty in the various language sections meet regularly to discuss student outcomes at specific levels of the curriculum so that any curricular adjustment might be made if deemed appropriate. An example of this is that Spanish faculty recently expressed concern about learning outcomes at the 300-level (with specific reference to both conversation and composition skills), and ultimately decided that evidence was compelling enough to dictate curricular change in SPAN 301 and SPAN 302. In terms of indirect assessment, a language section might take information from the exit questionnaire to effect revision. An example of this is the fact that students in German have consistently remarked that they would like to see more curriculum in contemporary German culture. This brought about the creation and subsequent approval of a new culture course in German. The department chair meets with section coordinators to convey exit questionnaire comments from students, then section faculty discuss and evaluate the need for any changes to procedure or curriculum.

There are many examples of how the MCL assessment plan has been implemented both formally and informally, but it must also be said that the majority of the changes brought about by assessment are changes undertaken on a course-by-course basis by individual professors. For this reason, and to be as complete and thorough as possible, our departmental assessment plan contains individual plans for every single course we teach, plans that involved the collaboration and participation of every faculty member in the department.

The Modern and Classical Languages Blackboard site, a closed resource available only to MCL faculty and staff, is used to share information pertaining to individual course assessment plans and corresponding syllabi. Additionally, examples of class assignments and activities useful in assessing the various competencies are provided for the use of faculty. Language section mission statements are also listed here (Chinese, Classics, French, German, Greek, Japanese, Latin, Russian, Spanish).

Direct measures of student outcomes for any number of learning objectives are assessed by individual professors. This is accomplished by evaluating the results of activities and exams specifically designed to monitor the competency in question. So, professors are responsible for
maintaining a direct link between goals, syllabi, and course activities. Departmental assistance is offered via examples on the MCL Blackboard. Concerns or problems that might arise in this process are typically discussed in language section meetings, where any data resulting from assessment of indirect measures is also presented.

IV. Language Section Program Plans

CHINESE

The Chinese section contributes to the breadth of the Department of Modern and Classical Languages by offering students the opportunity to study one of the most widely spoken of the world's languages. In addition to the minor in Chinese, students have the option of declaring a student-faculty designed major in Chinese. As a service to the university, Chinese is most closely connected to the East Asian Studies program for which it provides courses for the language requirement. Furthermore, Chinese is one of the non-European language options for students majoring in Linguistics. In general terms, Chinese contributes to the intellectual development of students in the fields of humanities, social sciences and business.

Since its inception, the Chinese language program at Western Washington University has been intimately connected with China. The origin of the departmental program was tied to exchange instructors from the Beijing Foreign Studies University, whose instruction as team-teachers established a style and format that have been retained to the present. From its inception, the Chinese program has encouraged students to study abroad; in recent years it has established the WWU in Kunming Program and has also sent students to various schools in the People’s Republic of China and in Taiwan where additional language instruction is offered.

Because of the location of our university on the Pacific Coast and in the state of Washington, one of China’s major trading partners, the Chinese program has focused on dimensions of language learning for practical, contemporary use. However, because Chinese claims the oldest continuously written script, and because the script records one of most complex and rich cultures of the world, Chinese language instruction also emphasizes traditional features of the culture. Together with all other languages taught by the Department of Modern and Classical Languages, Chinese emphasizes the centrality of language instruction in gaining an understanding of traditional and contemporary society.

The academic offerings of the Chinese section are sequentially organized in order to develop linguistic skills and language proficiency. All courses emphasize the integration of the specific language learning skills of listening, speaking, reading, writing and translating. Instruction in the target language of Mandarin or putonghua, the official language of the People’s Republic of China, provides students with a universally recognized speech form to be used with Chinese speaking persons. Use of
the *pinyin* system of Romanization in instruction also prepares students for effective use of dictionaries, glossaries and also gives them a standard computer input language for the generation of Chinese characters. Although simplified Chinese characters are used as the medium of our instruction, traditional forms are also provided in all textbooks. Furthermore, a course on the origin and evolution of the Chinese script offers students the opportunity to understand the principles used in the modern reforms of the script. A Chinese linguistics course is designed specifically to assist students in understanding from a cross linguistic perspective the phonetic, syntactic and morphological and semantic features of Chinese.

Several courses taught by instructors in the Chinese language program supplement and enhance our students' understanding of Chinese. These classes are offered under the East Asian Studies rubric, but focus on Chinese language and literature. For example, the course, Chinese Literature in Translation, taught in English with English language translated texts, provides as a supplement the original Chinese text for all of the literary works studied in the course.

The general goal of the program is to guide and assist students in the acquisition of fundamental skills of reading, writing and speaking Chinese so that they can become effective communicators. Furthermore, the objective of assisting students in the development of disciplined habits of study and learning is supplemented by the goal of producing students who are culturally inquisitive and sensitive.

**CHIN 101/102/103  Elementary Chinese: First-year Chinese**

The first year course in Chinese is designed to introduce students to the basic features of Chinese orthography and speech. Emphasis on two aspects not found in European languages is evident in the first year. First of all, spoken Chinese is a tonal language; students must learn to hear the differences in tones, which have semantic significance, and must produce the sounds accurately. Furthermore, written Chinese is not based on the Roman alphabet; each character must be learned individually. Therefore, the first year of Chinese instruction holds an intensive focus on the acquisition of speech sounds and the on mastery of the fundamental features of Chinese orthography.

**Chinese 101**

I. Goals

**Skills and Abilities**

- Ability to distinguish all the sounds and tones of Standard Chinese, *putonghua*/Mandarin
- Ability to produce with credible pronunciation all possible words in Chinese
- Ability to transcribe all Chinese sounds in *pinyin* and to mark tones on each word
- Mastery of the fundamental strokes used in the writing of Chinese characters
- Mastery of at least 30 radicals used in the formation of Chinese characters
- Ability to write approximately 200 characters in legible forms with correct stroke order
-Ability to memorize the meaning of approximately 200 Chinese characters and to use them in individually or in combination in practical speaking situations
-Ability to respond to questions and to initiate simple dialogues

Knowledge
- Familiarity with the fundamental grammatical structures of Chinese as a SVO language with particular features; awareness of basic differences between Chinese and English time indicators
- Understanding of the cultural assumptions underlying names, introductions, and invitations
- Active knowledge of vocabulary for numbers, dates, times, country and family names as well as the verbal and nominal terms used in discussing family life, hobbies and daily activities

II. Objectives
Students must demonstrate that they are able to acquire the above listed skills in both spoken and written Chinese

III. Assessment
A. Direct Measures
- Students will participate actively in daily class sessions; instructors will monitor their listening comprehension and pronunciation ability to assure continual improvement
- All homework, including a Chinese character workbook, will be graded immediately to assure that students are acquiring fundamental writing skills,
- Regularly scheduled chapter quizzes and examinations will reveal student mastery or problems areas in reading and writing Chinese
- All students will meet individually with instructors for assessment of pronunciation and also for review of written materials.

B. Indirect Measures
- Annual review of syllabi, textbooks, examinations and course materials
- Quarterly student evaluations of teaching
- Analysis of language acquisition theory and its application to the instruction of beginning learners of Chinese
- Consideration of the particular issues connected with the instruction of heritage learners who have oral skills, but lack reading and writing skills.

Chinese 102

I. Goals

Skills and Abilities
- Ability to speak Chinese with the clarity of pronunciation and tones suitable for a student at the beginner's level, including the ability to use the neutral tone with appropriate words
- Ability to initiate short dialogues and to respond to questions over texts
- Ability to create sentences on a given topic, using the vocabulary of prepared texts
- Ability to recognize approximately 350 characters and to understand their use in combination
Mastery of pinyin and the ability to write it with ease as a transcription tool
- Mastery of stroke order principles and the ability to write newly presented characters with the proper stroke order
- Ability to compose essays on topics such as school life, shopping, the weather and travel
- Mastery of the eight structures for asking questions and ability to answer questions with the same structure; avoidance of English question patterns

Knowledge
- Familiarity with the fundamental vocabulary required for conversations about school life, weather and travel
- Understanding of grammar points such as use of auxiliary verbs, prepositions, directional complements, descriptive complements, serial verbs, double objects and simple comparative structures
- Active control of numerals, ordinals, monetary terms for use in contexts for shopping
- Clear understanding of the terms used in giving direction
- Knowledge of Chinese geography, including province names, capital and major cities
- Knowledge of Chinese cultural events, specifically of the Chinese new year tradition

II. Objectives
Students must demonstrate that they are able to acquire the above listed skills in both spoken and written Chinese

III. Assessment
A. Direct Measures
- Students will be monitored daily for their active control of accurate pronunciation and use of vocabulary
- Students will demonstrate their mastery of vocabulary by performing in dialogical situations
- All homework will be corrected; unit quizzes and exams will be graded promptly; common errors will be noted and analyzed in class sessions
- Students will meet with tutors for oral practice; teachers will meet students individually to assess their speaking and listening skills
- Students will be active participants in the Chinese New Year celebration sponsored by the language program

B. Indirect Measures
- Review of the textbook used for Chinese 101 and 102; review of course materials and exams
- Review of the course evaluations from the students

Chinese 103
I. Goals
Skills and Abilities
- Ability to articulate all the sounds and tones of Chinese, to respond in dialogues and to retell stories or describe situations
- Mastery of the written forms of approximately 450 Chinese characters and the ability to use them in combination
- Ability to distinguish grammatical structures used in dialogue and narrative styles and to use them appropriately in written form
- Ability to understand Chinese as spoken by male, female, young, mature and older voices; ability to follow Chinese dialogues in feature films and television clips with sub-titles
- Mastery of vocabulary and conversational forms used in contexts of Chinese restaurants, hospitals and libraries as well as in social settings of parties and dating

Knowledge
- Understanding of Chinese verb aspects as these relate to tenses in English; mastery of Chinese grammatical structures such as verbal reduplication, potential complements and conditional sentences; understanding of the uses of the topic-comment structure in Chinese
- Familiarity with regional variations in Chinese cuisine; knowledge of Chinese menu items
- Understanding of comparative forms in Chinese as these contrast with English
- Knowledge of terms for body parts and for appropriate use of basic medical questions

III. Assessment
A. Direct Measures
- Students will speak and read in all daily class sessions; teachers will monitor their performance and evaluate them for the participation portion of the course grade
- Teachers will correct and grade all homework, including Chinese character workbooks and will return the work immediately in order to assure systematic improvement
- All regularly scheduled quizzes and examinations will be reviewed to determine what difficulties the class or individual students are experiencing
- Each student will meet at least once with each instructor for a formal review of progress

B. Indirect Measures
- Quarterly student course evaluation
- Consideration of the course materials and instructional techniques, including the use of Blackboard as a class organizational tool
- Review of power-point presentations as these relate to student learning styles

Chinese 201 - 202 and 203 Second-Year Chinese
During the second year of Chinese study, students are directly guided in the communicative function of Chinese; communicative skills are encouraged by the incorporation of topics that relate to their daily lives; in addition, the reading and listening materials are designed to expand the students’ understanding of contemporary Chinese culture. Emphasis is placed not only on the mastery of materials, but on skills that include greater confidence and fluency in speech as well as speed and facility in the writing of Chinese characters. Expanded use of the dictionary is encouraged as is use of web-based sources and of video and film.

Chinese 201

1. Goals

Skills and Abilities
- Students are expected to gain intermediate proficiency in reading, writing and speaking as these are described in by the ACTFL guidelines
- Ability to use Chinese with relatively fluency; ability to respond to questions and to initiate dialogues; ability to retell stories and to explain ideas
- Ability to read prepared texts and also to read materials with the aid of a dictionary; ability to determine the meaning of words from context and through analysis of the radical of the Chinese character
- Passive recognition of approximately 600 characters; active use of approximately 400 characters in essays and homework
- Ability to write coherent short essays and dialogues on the topics presented in the texts
- Ability to deepen understanding of Chinese syntax and semantics; focus on Chinese word order and use of verbal complements
- Quickness in the use of dictionaries, especially in the case of pinyin-based entries

Knowledge
- Knowledge of Chinese life-styles, dwellings, purchasing patterns and career choices
- Awareness of the information available in web-based supplemental materials
- Understanding of fundamental differences between Chinese and English word order
- Knowledge of the values and the complexities involved in using Chinese-English; English-Chinese dictionaries

II. Objectives
Students must demonstrate that they have gained proficiency in the areas of skills and knowledge that are listed above. Students must participate in class activities that promote the effective acquisition of these goals

III. Assessment

A. Direct Measures
- Weekly quizzes and unit examinations
- Oral interviews with individual students
- Class presentations and video-taped skits
B. Indirect Measures
- Periodic review of syllabi, teaching materials and examinations
- Quarterly student evaluations of teaching
- Informal conversations with students
- Discussion and analysis with colleagues

Chinese 202

1. Goals

Skills and Abilities
- Ability to comprehend increasingly longer passages of spoken Chinese and to respond appropriately
- Ability to narrate and to present short speeches
- Ability to read approximately 750 Chinese characters and to select appropriately for use in written work
- Ability to compare Chinese and English word order; ability to use equivalent expressions in Chinese.
- Ability to use a Chinese-English dictionary and to locate Chinese words by analyzing the radical and remaining components; ability to select the most appropriate combination of Chinese words by understanding basic morphological features of the language

Knowledge
- Knowledge of Chinese society and daily life situations; awareness of appropriate social and linguistic responses in daily communicative situations
- Understanding of the cultural information available in feature films and web-based sources
- Awareness of the importance of context in the choice of Chinese words in combination

II. Objectives
Students must demonstrate that they have gained proficiency in the areas of skills and knowledge that are listed above. Students

III. Assessment
A. Direct Measures
- Weekly quizzes and unit examinations
- Oral interviews with individual students
- Class presentations and video-taped skits

B. Indirect Measures
- Periodic review of syllabi, teaching materials and examinations
- Quarterly student evaluations of teaching
- Informal conversations with students

Chinese 203

1. Goals
Skills and Abilities
- Ability to summarize materials and to present a point of view in Chinese
- Mastery of fundamental Chinese grammatical structures; growth in ability to use comparative structures, rhetorical questions, complements and words for emphasis or confirmation
- Mastery of the basic features of the Chinese character; ability to write several hundred characters from memory and to use glossaries and dictionaries when necessary for compositions
- Ability to use computer software in the production of Chinese texts
- Increased ability to speak with a natural flow and to emphasize the tonal nature of Chinese

Knowledge
- Knowledge of Chinese society through use of feature film and text-based materials, especially on topics of travel, holidays, family activities, male-female relations and education.
- Understanding of the importance of verbal complements in the idiomatic expression of Chinese

II. Objectives
Students must demonstrate that they have gained proficiency in the areas of skills and knowledge that are listed above. Students

III. Assessment
A. Direct Measures
- Weekly quizzes and unit examinations
- Oral interviews with individual students
- Class presentations and video-taped skits

B. Indirect Measures
- Periodic review of syllabi, teaching materials and examinations
- Quarterly student evaluations of teaching
- Informal conversations with students

Chinese 301, 302 and 303 Third-year Chinese

The third year sequence of Chinese is designed to acquaint students with contemporary Chinese social issues and to introduce them to various styles of Chinese writing, particularly the documentary forms that are found in journals and newspapers. As they advance from the field of prepared, glossed texts, they will gain greater proficiency in making inferences from context and in using dictionaries in order to manage new vocabulary. A special feature of third-year Chinese is the addition of a translation component. Students are exposed to relatively brief traditional texts and are taught how to translate them into idiomatic English. Students are expected to comprehend Chinese as spoken at a natural pace and also to speak spontaneously on selected topics. They become increasingly aware of the requirements for living in China through exposure to authentic Chinese realia, websites and films. Prior to the completion of the Chinese minor, students in Chinese 301 write a bi-lingual autobiography of approximately 15 pages. They present this in
portfolio form at the informal end-of-the-year event sponsored by the Chinese Language Program

**Chinese 301**

I. Goals

**Skills and Abilities**
- Ability to read as approximately 1200 Chinese characters and to understand their use in combination
- Ability to engage in sustained discourse on topics related to contemporary Chinese society
- Ability to write short passages and essays of several hundred words on topics such as Chinese population, housing and education and careers
- Ability to read document and newspaper styles and to gain information for written and oral expression
- Ability to understand spoken Chinese in feature films and television presentations
- Ability to perform and act out roles found in typical Chinese social contexts

**Knowledge**
- Familiarity with the abbreviated grammatical structures used in documentary Chinese
- Understanding of logical progressions of thought exhibited in the Chinese essay
- Understanding of the historical and cultural dimensions of several significant 20th century Chinese social problems
- Knowledge of the vocabulary and phrases used in the discussion of education, population, housing and career problems of modern China

II. Objectives
Students must demonstrate that they have gained proficiency in the areas of skills and knowledge that are listed above. Students must participate in class activities that promote the effective acquisition of these goals

III. Assessment
A. Direct Measures
- Unit examinations and periodic quizzes over the course materials
- Evaluation of presentations, debates, skits and classroom responses
- Interviews with students on topics related to contemporary China
- Analysis of student essays in order to determine degree of understanding

B. Indirect Measures
- Quarterly student evaluations of teaching
- Regular up-dating of materials for contemporary relevance
- Informal interviews with students

**Chinese 302**

I. Goals

**Skills and Abilities**
- Ability to read as approximately 1500 Chinese characters and to understand their use in various combinations
- Ability to write Chinese using more advanced grammatical structures than at early levels
- Ability to compose essays, engage in debates and discuss topics related social relations with a focus on love relationships, marriage, family life and children
- Ability to speak on the basis of prepared materials and also spontaneously on current social
- Ability to understand the significance of ideas in Chinese features films on social topics
- Ability to translate Chinese to English with a focus on texts regarding love, marriage and family life; all texts will be taken from the Chinese literary tradition

Knowledge
- Understanding of the fundamental structures used in expository prose
- Awareness of the changing social relationships in Chinese society
  - Familiarity with traditional Chinese social norms and their modification in the present
- Understanding of the manner in which new words have entered contemporary Chinese society and how these are added to the lexicon
- Understanding of the difficulties encountered in translation from Chinese to English in the effort to retain idiomatic expressions; awareness of three fundamental theories regarding translation of Chinese.

II. Objectives
Students must demonstrate that they have gained proficiency in the areas of skills and knowledge that are listed above. Students must participate in class activities that promote the effective acquisition of these goals

III. Assessment
A. Direct Measures
- Unit examinations and periodic quizzes over the course materials
- Evaluation of presentations, debates, skits and classroom responses
- Interviews with students on topics related to contemporary China
- Analysis of student essays in order to determine degree of understanding

B. Indirect Measures
- Quarterly student evaluations of teaching
- Regular up-dating of materials for contemporary relevance
- Informal interviews with students

Chinese 303  (Also taught as Chinese 330 Business Chinese)

I. Goals

Skills and Abilities
-Ability to read as approximately 1700 Chinese characters and to understand their use in various combinations; ability to use specialized words related to business and economics
-Ability to write Chinese using more complex grammatical structures
-Ability to compose essays, engage in debates and discuss topics related to Chinese business and changing conditions in the Chinese economy
-Ability to engage in conversations regarding doing business in China
-Ability to play roles using vocabulary gained in studying sales, commerce, banking, business law and conventional business
-Ability to write a bi-lingual text on a personal topic

Knowledge
-Understanding of the fundamental language structures used in newspaper articles, advertisements, business contracts and documents
-Awareness of the changing social relationships in Chinese society
-Familiarity with traditional Chinese social norms and their modification in the present
-Mastery of new lexicon related to business
-Understanding of the importance of accuracy in translating or determining equivalents in written and oral topics related to business and economics.

II. Objectives
Students must demonstrate that they have gained proficiency in the areas of skills and knowledge that are listed above. Students must participate in class activities that promote the effective acquisition of these goals

III. Assessment

A. Direct Measures
-Unit examinations and periodic quizzes over the course materials
-Evaluation of presentations, debates, skits and classroom responses
-Interviews with students on topics related to contemporary China
-Analysis of student essays in order to determine degree of understanding

B. Indirect Measures
-Quarterly student evaluations of teaching
-Regular up-dating of materials for contemporary relevance
-Informal interviews with students

CHINESE 330: Chinese Literature in Film

I. Goals

Skills and abilities
-learn to write and present impressions and thoughts provoked by films
-learn to express their thoughts and communicate in Chinese
-to develop the skill to ask, understand and answer questions

Knowledge

-of historical events through films
-of how historical incidents shape cultural values
-of Chinese culture, tradition, customs and social system
-of universality and particularities of cultural and human experiences

II. Objectives

-that students express their thoughts in the target language logically and effectively
-that students learn to open their minds to understand the different, the other—something unfamiliar to them in their daily lives

III. Assessment

A. Direct Measures
   -class presentation of the summary of and students’ reactions to the film viewed
   -class discussions (questions and answers)
   -responses to questionnaires of weekly film
   -weekly written report (composition)
   -midterm exam and final exam

B. Indirect Measures
   -informal conversations with students and colleagues
   -student evaluations of teaching
   -periodic revision of syllabi and exams and review of films to be shown
   -compilation of questionnaires for weekly film

CHINESE 390: Introduction to Chinese Language & Linguistics

I. Goals

Skills and abilities

-transcribe the sound of Chinese words using the International Phonetic Alphabet
-read Chinese sounds and the international phonetic alphabet with ease
-analyze Chinese word structures and sentence structures
-participate in a critically and theoretically informed manner in class discussions about Chinese linguistics
-write about Chinese pronunciation system, grammatical structures, and relationship between Chinese culture and Chinese language

Knowledge
-familiarity with the Chinese sounds system
- familiarity with Chinese word, sentence and discourse structures
- familiarity with the seven mutually unintelligible Chinese dialects
- familiarity with the difference and similarities between Chinese and English sounds and grammar

II. Objectives

- that students learn some basic knowledge of the structure of Mandarin (Modern standard) Chinese
- that students can examine Chinese grammar from a functional--as well as cognitive--perspective.

III. Assessment

A. Direct Measures
- take-home assignments
- Midterm exam
- Power Point presentation of student research project
- research project paper (15 pages)

B. Indirect Measures

- periodic review of syllabi, assignments, exams, and the list of research articles that students read for the class
- informal conversations with students
- student evaluations of teaching
- feedback of students Power Point presentations

Chinese 280: Traditional Chinese Characters  2 credits

This course is designed as an introduction to the origin and evolution of the Chinese script. It is normally taken by students who have completed Chinese 101 and Chinese 102. It is a formal study of the nature of the Chinese characters. It also provides an analytic methodology for students who wish to understand the relationship between traditional and simplified characters. The class also introduces them to the various Romanization systems that have been used to transcribe or reflect the sounds of Chinese characters. A popular component of the class is the calligraphy portion during which time students are introduced to the aesthetics of calligraphy and the use of the calligraphic brush. Students complete a calligraphy project that is displayed at the end of the course, graded and awarded an evaluative prize. Thus, not only the theoretical and practical aspects of Chinese orthography are presented, but also the aesthetic dimensions.

I. Goals

Skills and Abilities

- Mastery of the 214 Chinese character components found in the Kangxi Dictionary and ability to compare these with other listings
- Ability to recognize the placements of character components and to distinguish semantic and phonetic components
- Ability to analyze all characters learned in Chinese 101 and 102 according to principles regarding character components
- Ability to write Chinese characters with a writing brush, using correct stroke order and balance
- Ability to use Chinese software programs that offer various calligraphic styles
- Ability to identify and compare traditional and simplified forms of the characters

**Knowledge**
- Understanding of the major periods and stages in the evolution of Chinese characters
- Understanding of the principles employed in the creation of Chinese characters
- Familiarity with the four treasures of the scholar's studio and their relationship to calligraphy
- Active knowledge of the primary types of Romanization systems and ability to use pinyin

**II. Objectives**
Students are to gain the skills and understandings listed above. They must show not only theoretical but also practical mastery of the characters by demonstrations of competencies.

**III. Assessment**

**A. Direct Measures**
- Students will complete weekly written responses to historical materials explaining the origin and evolution of the characters
- Weekly examinations will test student recognition of the evolving forms and the relationships between current and traditional usage
- Students will actively participate in writing exercises that reveal their mastery of the basic calligraphic style; teachers will monitor that progress; a final project will reveal the degree of mastery
- Homework projects and responses to materials will be graded and returned promptly for correction

**B. Indirect Measures**
- Periodic review of course materials
- End of session student evaluations, both formal and informal
- Appraisal of student calligraphy projects and awarding of prizes
- Assessment through a contrast of the character recognition and acquisition competencies of students who took the 280 class and those who did not take the course. This assessment is made with students who continue through the 200 sequence.

**FRENCH**

**Mission**
The French section, within the Department of Modern and Classical Languages, provides to Western Washington University students the skills to learn firsthand about French and Francophone societies. The section believes that the best way to understand a culture directly is through its language.
In keeping with the aim of providing the skills needed to learn about a culture in depth, the department trains in two areas: language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as foreign study opportunities. The section supports the analytical instruction of language structure through a full range of language skills courses, as well as a significant number of courses in linguistics. The ultimate goal is to provide our students with the opportunity to acquire the skills to be able to communicate in French with a near native proficiency.

Literary analysis is essential to a student's understanding of the highest achievements in aesthetic expression of a culture's values. The French section provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture. Hence, the multifaceted components of the French program provide an opening to the Francophone world through language, literature, culture and civilization. It is, therefore, a meeting place for the true diversity that permeates the French-speaking world.

FREN 101/102/103: Elementary French

FREN 101:

Goals

Skills and abilities:
- comprehend spoken French, including some idiomatic expressions, at an introductory level about very specific and concrete topics
- read simple, introductory texts in French with somewhat reliable lexical comprehension
- speak French in present tense, in complete sentences, with a number of basic errors to be expected
- manage everyday communicative situations effectively in French
- write French at a beginning level, in the present. Errors of grammar will be seen, but basic sentence structure, agreements, and correct spelling expected

Knowledge:
- understanding of introductory French grammar and syntax, emphasizing the structure of simple sentences
- familiarity with a sampling of French and Francophone cultural realities through exposure to realia such as film, TV and music
- familiarity with basic language learning strategies for oral and written target language production
- familiarity with basic vocabulary, such as classroom vocabulary, numbers, alphabet, seasons, months, holidays, food, school, family, socializing, basic emotional states etc.

Objectives
-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

-students will be given sequenced language exams that assess acquisition of grammar skills. Students will also have to complete an oral interview that assesses acquisition of a basic grammatical structures and lexicon in French.

-assignments will be graded for comprehension of target skills, including basic writing skills.

B. Indirect Measures

-periodic review of syllabi, textbooks, exams, etc.

-informal conversations with students who continue on to 200-level

-student evaluations of teaching

-exit interviews/questionnaires

-transcript analyses

FREN 102

Goals

Skills and abilities:

-comprehend spoken French, including some idiomatic expressions, at an introductory level about very specific and concrete topics

-read simple, introductory texts in French with somewhat reliable lexical comprehension

-speak French in both present and past tenses, as well as being able to communicate some hypothetical situations in complete sentences, with a number of basic errors to be expected

-manage very simple communicative situations effectively in French

-write French at a beginning level, in the present as well as in the past, as well as being able to introduce some more complex structures that imply pronouns. Errors of grammar will be seen, but basic sentence structure, agreements, and correct spelling expected

Knowledge:

-understanding of introductory French grammar and syntax, introducing complex sentence structures

-familiarity with a sampling of French and Francophone cultural realities through exposure to realia such as film, TV and music

-familiarity with basic language learning strategies for oral and written target language production

-familiarity with basic vocabulary related to daily activities, free time activities, medias and new technologies, etc.
Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

-students will be given sequenced language exams that assess acquisition of grammar skills. Students will also have to complete an oral interview that assesses acquisition of a basic grammatical structures and lexicon in French.
-homework and workbook
-assignments will be graded for comprehension of target skills, including basic writing skills.

B. Indirect Measures

-periodic review of syllabi, textbooks, exams, etc.
-informal conversations with students who continue on to 200-level
-student evaluations of teaching
-exit interviews/questionnaires
-transcript analyses

FREN 103

Goals

Skills and abilities:
-comprehend spoken French, including some idiomatic expressions, at an introductory level about very specific and concrete topics
-read simple, introductory texts in French with somewhat reliable lexical comprehension
-speak French in present, past and future tenses, being able to communicate some hypothetical situations in complete sentences, and also being able to talk using the subjunctive mood with a number of basic errors to be expected
-manage simple communicative situations effectively in French
-write French at a beginning level, in the present, past, future and being able to introduce some more complex structures that imply hypothetical situations as well as being able to write using the subjunctive mood. Errors of grammar will be seen, but basic sentence structure, agreements, and correct spelling expected

Knowledge:
-understanding of introductory French grammar and syntax, developing more complex sentence structures
-familiarity with a sampling of French and Francophone cultural realities through exposure to realia such as film and music
-familiarity with basic language learning strategies for oral and written target language production
-familiarity with basic vocabulary related to more abstract topics, such as art and work, expressing opinion.

Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

-students will be given sequenced language exams that assess acquisition of grammar skills.
-homework and workbook assignments will be graded for comprehension of target skills, including basic writing skills.
-the success of the first year series will also be determined by the success of students in the second year French language courses.

B. Indirect Measures

-periodic review of syllabi, textbooks, exams, etc.
-informal conversations with students who continue on to 200-level
-student evaluations of teaching
-exit interviews/questionnaires
-transcript analyses

FREN 104: Review Elementary French

Goals

Skills and abilities:
-comprehend spoken French, including some idiomatic expressions, at an introductory level about very specific and concrete topics
-read simple, introductory texts in French with somewhat reliable lexical comprehension
-speak French in both present and past tenses, being able to communicate some hypothetical situations in complete sentences, and also being able to talk about the future with a number of basic errors to be expected
-manage very simple communicative situations effectively in French
-write French at a beginning level, in the present, in the past, being able to introduce some more complex structures that imply hypothetical situations as well as being able to write about the future and subjunctive. Errors of grammar will be seen, but basic sentence structure, agreements, and correct spelling expected
Knowledge:
- understanding of introductory French grammar and syntax, developing more complex sentence structures
- familiarity with a sampling of French and Francophone cultural realities through exposure to realia such as film, short texts written for non-native speakers, and music
- familiarity with basic language learning strategies for oral and written target language production

Objectives

- that students demonstrate the above listed skills and knowledge in French in aural, oral, and written forms.

Assessment

A. Direct Measures

- students will be given sequenced language exams that assess acquisition of grammar skills.
- students will also have to complete some vocabulary quizzes that assess acquisition of a basic lexicon in French.
- homework and workbook assignments will be graded for comprehension of target skills, including basic writing skills.
- the success of the first year series will also be determined by the success of students in the second year French language courses.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

FREN 201/202/203: Intermediate French

FREN 201

Goals

This course is the first in a series of three intermediate-level French language courses intended for students with 2-3 years of high school French study, 1 year of university study, or the equivalent.

Skills and abilities:
-review and build upon basic grammatical structures and vocabulary
-improve speaking, listening, writing and comprehension skills in French

Knowledge:
-improvement of conversational skills,
-improvement of pronunciation, grammar and vocabulary
-improvement of reading, comprehension and writing skills
-familiarity with cultural and linguistic variations in the French-speaking world

Objectives

The students are able to demonstrate an intermediate level competence in the above listed skills and knowledge in written, spoken, comprehension of French.
Ability to write an essay of about 100 words with grammatical and vocabulary accuracy in French

Assessment

A. Direct measures
-tests, quizzes that assess students writing, reading and comprehension skills in French
-interviews that assess students' oral communication and pronunciation skills in French
-dictations and compositions of 100 word texts involving intermediate French grammatical, lexical and stylistic patterns.
-homework and workbook
-general assessment of class participation and attendance to monitor students’ ability to speak about, write about, and maintain an intermediate level communication in French.

B. Indirect measures

-student evaluations of teaching
-regular review of syllabi, textbooks and exams etc.
-informal discussions with students and colleagues
-exit interview/questionnaires
-transcript analyses

FREN 202

Goals

This course is the second in a series of three intermediate-level French language courses intended for students with 2-3 years of high school French study, 1 year of university study, or the equivalent.

Skills and abilities:
-review and build upon basic grammatical structures and vocabulary learned in French 201
-improve speaking, listening, writing and comprehension skills in French
-to be able to build grammatical sentences, to differentiate types of French verbs, to
use conjugations in appropriate contexts etc.

Knowledge:
-improvement of conversational skills with grammatical, vocabulary and cultural
accuracy
-improvement of reading, comprehension and writing skills
-demonstrate ability to use simple French sentences with grammatical accuracy
-more familiarity with cultural and linguistic variations in the French-speaking world

Objectives

The students are able to demonstrate a competence an intermediate level competence
in the above listed skills and knowledge in written, spoken, comprehension of French.
Ability to write an essay of about 200 words with grammatical and vocabulary
accuracy in French.

Assessment

A. Direct measures
-tests, quizzes that assess students writing, reading and comprehension skills in
French
-interviews and oral presentations to assess students’ oral communication and
pronunciation skills in French
-dictations and compositions of 200 word texts involving intermediate French
grammatical, lexical and stylistic patterns.
-homework and workbook
-general assessment of class participation and attendance to monitor students’ ability
to speak about, write about, and maintain an intermediate level communication in
French.

B. Indirect measures

-student evaluations of teaching
-regular review of syllabi, textbooks and exams etc.
-informal discussions with students and colleagues
-exit interview/questionnaires
-transcript analyses

FREN 203

Goals

This course is the third in the 200 level series.

Skills and abilities:
-review and build upon basic grammatical structures and vocabulary learned in French
201 and French 202
-improve speaking, listening, writing and comprehension skills in French
-to reinforce written and oral skills in French while broadening vocabulary, fluency, composition, culture and discussion skills.

Knowledge:
-improvement of conversational skills with grammatical, vocabulary and cultural accuracy
-to be able to understand and use more complex grammatical sentences and more complex stylistic variations in French
-more familiarity with cultural and linguistic variations in the French-speaking world

Objectives

The students are able to demonstrate intermediate level competence in the above listed skills and knowledge in written and spoken French, as well as comprehension of French. Ability to write an essay of 250 to 300 words with grammatical and vocabulary accuracy in French. The course fosters development of higher levels of language skill and individual expression through creative writing. The course provides students with the linguistic and cultural skills for upper division skills acquisition.

Assessment

A. Direct measures
-tests, quizzes that assess students writing, reading and comprehension skills in French
-interviews and oral presentations to assess students' oral communication and pronunciation skills in French
-homework and workbook
-dictations and compositions of 250 to 300 word texts involving more complex French grammatical, lexical and stylistic patterns.
-general assessment of class participation and attendance to monitor students' ability to speak about, write about, and maintain an intermediate level communication in French.

B. Indirect measures

-student evaluations of teaching
-regular review of syllabi, textbooks and exams etc.
-informal discussions with students and colleagues
-exit interview/ questionnaires
-transcript analyses

FREN 301, 302: Grammar Review and Written Exposition

Goals
Skills and abilities:
- comprehend French spoken at a natural pace, including a great number of idiomatic expressions, about topics that can be complex and abstract
- read, understand and interpret literary texts that have been written in French by native speakers for a native speaker's audience; be able to extrapolate relevant cultural and structural information from those readings
- speak French spontaneously, in complete sentences, with a good accent and with few errors to demonstrate some mastery and understanding of complex structures
- write French with a wide range of structures, using complex syntactical patterns that will allow them to communicate both concrete and abstract ideas, in the past, present or future, either about real or hypothetical issues

Knowledge:
- understanding of both simple and complex French grammar and syntax, emphasizing those patterns that depart from the general rules and patterns presented at the first and second year level
- familiarity with the basic formats of essay, descriptive and narrative composition
- familiarity with the basic tools of literary analysis
- familiarity with a variety of issues related to French and Francophone cultures
- familiarity with vocabulary that goes beyond specific themes and topics

Objectives
- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures
- students will complete a midterm exam, a final exam, and several tests that will allow them to demonstrate their understanding of both simple and complex French grammar and syntax. These exams will emphasize those structures that depart from the general rules and patterns presented at the first and second year level. The exams will include questions about literary readings done in class and will allow them to demonstrate their familiarity with the basic tools of literary analysis.
- students will also write a number of essays that will allow them to demonstrate their familiarity with the basic formats of essay, descriptive and narrative composition. The compositions will also demonstrate their ability to write in French with a wide range of structures, using complex syntactical patterns that will allow them to communicate both concrete and abstract ideas, in the past, present or future, either about real or hypothetical issues.

B. Indirect Measures
- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses
FREN 314: Phonetics

Goals

Skills and abilities:
- to provide students with a solid introduction to the principles of French phonetics
- to enable them to understand and be able to identify the linguistic features that differentiate French pronunciation from English
- to enable them to identify the linguistic influences of their mother tongue onto French and ways to minimize them

Knowledge:
- ability to correctly transcribe French sentences using the IPA symbols (International Phonetic Alphabet)
- ability to identify phonetic features several varieties of French around the world
- ability to identify their own pronunciation problems of French, understand their origin and be able to resolve them.

Objectives

- to improve significantly their French pronunciation
- ability to pronounce correctly French nasal vowels, French front rounded vowels and other linguistic traits specific to French
- to be able to communicate effectively in any French-speaking country
- to provide students with necessary preparation for future studies in French linguistics.

Assessment

A. Direct measures

- tests, quizzes that assess students French phonetic transcriptions using the standard IPA (International Phonetic Alphabet)
- interviews with students on the specificities of French oral speech, their own pronunciation problems and how to overcome them
- cassettes of students recording of their pronunciation to be evaluated based upon the concepts and techniques studied to improve their pronunciation in French
- general assessment of class participation and attendance to monitor students’ ability to use phonetic transcription techniques, to correct their pronunciation errors and to improve their pronunciation of standard French.

B. Indirect measures

- student evaluations of teaching
- regular review of syllabi, textbooks and exams etc.
- informal discussions with students and colleagues
- exit interview/questionnaires
- transcript analyses
FREN 331: Civilization and Culture of France

Goals

Skills and abilities:
- write in French about French culture and civilization
- read relevant documents critically
- comprehend cultural information
- speak effectively about French culture/civilization

Knowledge:
- understanding of the evolving nature of French culture/civilization
- introduction to the general cultural realities of the Francophone world
- understanding of the links with the European Union and the Francophone world
- awareness of religious, social, political, and economic realities in France
- familiarity with the recent historical development of the country

Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

-exams that assess students’ familiarity with historical, cultural, and social realities of France (terminology recognition, etc.)
-presentations and papers that assess students’ ability to critically interpret cultural information
-general assessment of class participation to monitor students’ ability to speak about topics presented
-reading quizzes that monitor students’ comprehension of what they’ve read or seen

B. Indirect Measures

-periodic review of syllabi, textbooks, exams, etc.
-informal conversations with students and colleagues
-student evaluations of teaching
-exit interview/questionnaires
-transcript analyses

FREN 332: Civilization & Culture of Québec
Goals

Skills and abilities:
- write in French about Québec culture and civilization
- read relevant documents critically
- comprehend cultural information
- comprehend oral information given in French and “Québécois” French
- speak effectively about the civilization and culture of Quebec

Knowledge:
- understanding the singularity of culture and civilization of Québec
- understanding the geographical and historical development of the region.
- familiarity with general cultural realities in Québec
- familiarity with popular culture through sports, cooking, music, literature, and film
- awareness of religious, social, political, and artistic realities of Québec
- sensitivity to cultural and linguistic differences between Québec and France

Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

- exams that assess student familiarity with historical, cultural, linguistic and social realities of Québec
- projects and papers that assess student ability to critically interpret cultural information
- general assessment of class participation to monitor student ability to speak about topics presented
- oral presentation in groups
- reading assignments that monitor students comprehension of what they’ve read or seen

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students and colleagues
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

FREN 340: Intro. to French Literature I

Goals
Skills and abilities:
- read literary texts from an analytical perspective
- write about a literary text showing the capability to justify one’s own argument and interpretation through evidence selected from the text.
- speak about literary texts using the appropriate terminology
- comprehend the difference between the different literary genres: short story, novel, poetry, drama, and essay

Knowledge:
- familiarity with the basic terms used in literary analysis
- familiarity with the characteristics that identify the different genres
- introduction to some of the most important literary voices in medieval and sixteenth century French literature

Objectives
- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language

Assessment

A. Direct Measures

Students will complete a midterm and a final as well as a short oral presentation and a short paper. The midterm and final exams will allow the students to demonstrate their familiarity with the texts read in class and with the literary terms necessary to analyze literature in a competent manner. They will also allow them to prove their familiarity with the characteristics of the different literary genres. A short analytic paper will be completed on one of the works studied in class. It will allow the students to demonstrate their ability to read critically and to form a written argument that not only describes the text but also analyzes it.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 400-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

FREN 341: Intro to French literature II

Goals

Skills and abilities:
- write in French about French literature (seventeenth and eighteenth centuries)
- read relevant literary texts critically
- comprehend historical information
-speak effectively about French literature

Knowledge:
-familiarity with the history of French literature (authors, texts)
-understanding of the links with historical events in France
-introduction to literary criticism
-awareness of main literary genres, styles, and themes

Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

-vocabulary tests that assess students’ familiarity with French literary history
-presentations and papers that assess students’ ability to critically analyze literary texts
-general assessment of class participation to monitor students’ ability to speak about topics presented
-exams that monitor students’ comprehension of the texts they’ve read

B. Indirect Measures

-periodic review of syllabi, textbooks, exams, etc.
-informal conversations with students and colleagues
-student evaluations of teaching
-exit interview/questionnaires
-transcript analyses

FREN 342: Intro. to French literature III

Goals

Skills and abilities:
-write in French about French literature (nineteenth and twentieth centuries)
-read relevant literary texts critically
-comprehend historical information
-speak effectively about French literature

Knowledge:
-familiarity with the history of French literature (authors, texts)
-understanding of the links with historical events in France
-introduction to literary criticism
-awareness of main literary genres, styles, and themes

Objectives
- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

- vocabulary tests that assess students' familiarity with French literary history
- presentations and papers that assess students' ability to critically analyze literary texts
- general assessment of class participation to monitor students' ability to speak about topics presented
- exams that monitor students' comprehension of the texts they've read

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students and colleagues
- student evaluations of teaching
- exit interview/questionnaires
- transcript analyses

FREN 385: Culture and Conversation

Goals

Skills and abilities:
- speak French in both informal and formal registers about social and cultural topics regarding France or Francophone countries
- use grammar correctly in spoken French
- use specific idiomatic expressions and specific vocabulary within the broad context of French and Francophone cultural experiences
- comprehend French spoken at a natural pace and respond in French accordingly

Knowledge:
- thematic and topic knowledge varies from quarter to quarter
- familiarity with an increasing number of idiomatic expressions and vocabulary presented and acquired in the context of conversational situations drawn from the cultural material presented in class
- familiarity with specific vocabulary related to the topics covered in class
- familiarity with social and cultural issues pertaining to the French and Francophone world as presented through various documents presented in class
- sensitivity to French and Francophone cultural and social realities

Objectives

- That students demonstrate the above listed skills and knowledge in spoken forms of the target language and that they become comfortable in conversational situations in French
Assessment

A. Direct Measures

The students will have a plethora of non-staged opportunities that will allow them to demonstrate their familiarity with idiomatic spoken French. In their conversations in class they will have the chance to show awareness of correct grammar use as well as sensitivity to French and Francophone cultural and social realities through discussion of the issues, realia, and documents presented in class. Specific activities focused on listening comprehension will allow the students to demonstrate their ability to understand spoken conversational patterns in French and their familiarity with an ever increasing range of vocabulary. Short oral presentations performed in class, as well as individual or paired oral exams, will demonstrate student familiarity with the topics presented in class and their ability to communicate effectively and accurately about those topics.

B. Indirect Measures

- periodic review of syllabi, textbooks, oral exams, etc.
- informal conversations with students who are majoring in French
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

FREN 401: Stylistics

Goals

Skills and abilities:
- write argumentative, descriptive, narrative, and creative papers in French at a near fluent level
- write a coherent essay, with a clear introduction, with thesis statement, development and conclusion
- read and analyze literary and stylistically relevant documents
- comprehend stylistic information
- talk about stylistic variations and methodologies with the purpose of expanding writing choices, organizing ideas and developing essays.

Knowledge:
- familiarity with different types of writing: argumentative, descriptive, narrative, creative
- familiarity with new, expanded vocabulary including words and phrases that will help to establish the organization and transition of ideas
- sensitivity to various stylistic levels, tones and methods
- awareness of the coherent structure and clarity of French language
Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

-four different essays testing descriptive, narrative, creative and argumentative methods
-essays will be graded and returned to the students, who in turn will rewrite those parts with which they have had problems, helping them improve specific skills, grammatical, semantic and structural weaknesses
-reading assignments that monitor students’ comprehension of styles and methods of writing
-class discussion of ideas, essay structures and strategies

B. Indirect Measures

-periodic review of syllabi, textbooks, exams, etc.
-informal conversations with students and colleagues
-student evaluations of teaching
-exit interviews/questionnaires
-transcript analyses

FREN 402: Business French

Goals

Skills and abilities:
-read relevant economic and business texts critically
-comprehend documents on French companies
-speak effectively about French business situations
-write business documents in French

Knowledge:
-awareness of main economic sectors/companies in France
-understanding of the social and regulatory environment
-introduction to the European business environment (EU regulations)
-familiarity with French business norms and etiquette

Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment
A. Direct Measures

- vocabulary tests that assess students' familiarity with French business terminology
- presentations and papers that assess students' ability to critically analyze business texts
- general assessment of class participation to monitor students' ability to speak about topics presented
- exams that monitor students' comprehension of the texts they've read

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students and colleagues
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

FREN 410: Ecrivaines francophones

Goals

Skills and abilities:
- write in a sophisticated manner, in French, about Francophone literature by women
- read in the target language entire texts from major Francophone women writers
- speak from a critically informed perspective about Francophone literature by women
- comprehend advanced discussion of Francophone literature, feminist theory or women’s condition

Knowledge:
- thorough understanding of major Francophone texts by women
- familiarity with the literary, political, religious and social context of their lives and writing
- awareness of the specific condition of women in different times and places
- awareness of specific female writing strategies and feminist theories

Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

- four written exams on the four texts read in class
- a final essay on a general topic including all the texts read in class
- an oral presentation on one of the books read in class
- discussion in class of projects and papers that assess student ability to critically interpret cultural, theoretical and literary information
B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students and colleagues
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

FREN 420: Histoire de la langue française

Goals

Skills and abilities:
- write in a sophisticated manner, in French, about a specific theme or issue related to the historical development of the French language
- be able to participate in a critically and theoretically informed manner in class discussions in French about the history of the French language
- comprehend advanced discussion of the historical development of the French language

Knowledge:
- thorough understanding of specific topics related to the historical development of the French language, including specific, relevant vocabulary and terminology
- understanding of the cultural implications for French and Francophone identities in the present and future

Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

Assessment

A. Direct Measures

Two written exams and a series of classroom activities will be used to assess acquisition of objective competencies with specific reference to the historical development of the French language and its implications for French and Francophone identities in the present and future

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who major in French
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses
FREN 425: Teach-Learn Elementary French

Goals

Skills and abilities:
- effectively assist learners of French with their language acquisition questions
- write pedagogically sound language exercises
- understand typical concerns of language learners
- give correct oral instruction, in English and French, on a variety of language questions

Knowledge:
- understanding of common language learner questions/concerns
- familiarity with some methodological issues such as how to structure language exercises

Objectives

- that students acquire teaching and learning skills to facilitate tutoring of lower-division students in French

Assessment

A. Direct Measures
- verification of tutoring time spent; anecdotal evidence of positive student response to tutoring; successful generation of instructional materials

B. Indirect Measures
- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

FREN 440: Etude sociolinguistique

Goals

Skills and abilities:
- knowledge of French varieties in the world, their origin and relevance in the 21st century
- knowledge of the concepts, methods of analysis of French varieties in the world
- ability to speak about and be able to explain the causes and social consequences of the varieties of French around the world.
Knowledge:
- understanding of why languages change (with a focus on French)
- understanding of the differences between standard French and other varieties
- familiarity with why people are sensitive to ‘accents’ in general
- understanding of people's attitudes vis-à-vis language variation and change in general and in the French-speaking world in particular.
- understanding of the genesis of French-based creoles and their linguistic features
- understanding the synchronic changes and diachronic changes of French
- familiarity with the major schools of thoughts in sociolinguistics

Objectives

That students demonstrate the above listed skills and knowledge
That students are prepared for graduate studies in French linguistics and sociolinguistics from various schools of thoughts.

Assessment

A. Direct measures

- tests that assess students’ understanding and familiarity with the sociolinguistics concepts, research methods and techniques discussed in class.
- an oral presentation and a research (paper with complete bibliography) on a sociolinguistic issue pertaining to the French-speaking world using current methods of sociolinguistics analysis
- general assessment of class participation and attendance to monitor students' ability to use sociolinguistics concepts and techniques and their familiarity with their real-life applications.

B. Indirect measures

- student evaluations of teaching
- regular review of syllabi and test etc.
- informal discussions with students and colleagues
- exit interviews/questionnaires
- transcript analyses

FREN 460: French Cinema

Goals

Skills and abilities:
- write in French about French cinema
- read relevant critical texts on French films
- comprehend information on the development of French cinema
- speak effectively about French films

Knowledge:
- familiarity with the history of French cinema (directors, movements)
- understanding of the links with historical events in France
-introduction to film criticism
-awareness of main cinematic genres, styles, and themes

**Objectives**

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

**Assessment**

**A. Direct Measures**

-vocabulary tests that assess students’ familiarity with French film history
-presentations and papers that assess students’ ability to critically analyze films
-general assessment of class participation to monitor students’ ability to speak about topics presented
-exams that monitor students’ comprehension of the films they’ve seen

**B. Indirect Measures**

-periodic review of syllabi, textbooks, exams, etc.
-informal conversations with students and colleagues
-student evaluations of teaching
-exit interviews/questionnaires
-transcript analyses
GERMAN

Mission

The German section, within the Department of Modern and Classical Languages, provides to Western Washington University students the skills to learn firsthand about German-speaking societies. The section believes that the best way to understand a culture directly is through its language.

In keeping with the aim of providing the skills needed to learn about a culture in depth, the department trains in two areas: language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as foreign study opportunities. The section supports the analytical instruction of language structure through a full range of language skills courses, as well as a phonetics course. The ultimate goal is to provide our students with the opportunity to acquire the skills to be able to communicate in German with near native proficiency.

Literary analysis is essential to a student's understanding of the highest achievements in aesthetic expression of a culture's values. The German section provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture. Hence, the multifaceted programs of the German program provide an opening to the German-speaking world through language, literature, culture and civilization. It is, therefore, a meeting place for the true diversity that permeates the German-speaking world.

GER 101, 102, 103: Elementary German
GER 104 (intensive class, in which most important grammar items from first year are reviewed)

Goal 1: Write effectively in German

Objective:
- correct use of simple sentences in German to communicate about topics such as: well-being, weather, shopping, food, daily routine, travel, holidays, living, family and friends, and customs of Germany, Austria and Switzerland
- recognition of appropriate vocabulary and grammar
- create a dialogue on the topics mentioned above
- by the end of first year the students will have reached novice-mid according to the ACTFL guidelines
Goal 2: Speak effectively in German

Objective:
- communicate with simple isolated words and memorized phrases
- ability to use simple structures and limited vocabulary
- performance of a memorized dialogue created by the students
- by the end of first year the students should have reached the level of novice-mid according to the ACTFL guidelines

Goal 3: Read critically in German

Objective:
- ability to read short texts, which are heavily glossed and edited about famous as well as ordinary people in the German-speaking countries
- ability to recognize cognates and make intelligent guesses about the meaning of words by looking at the context
- ability to perform post-reading tasks such as matching exercises or evaluation of true/false statements

Goal 4: Comprehend German when spoken

Objective:
- understand simple grammar structures such as present tense, present perfect, imperfect, questions as opposed to statements, and structures with modals
- understand short audio-pieces and perform simple listening comprehension tasks
- view and understand key information presented in authentic video clips about the target culture

Assessment

Direct Measures
- chapter tests and final exams that assess all four skill areas reflecting the competencies learned in first year
- frequent vocabulary and grammar quizzes
- evaluation of written version of dialogue and performance in front of the class
- evaluation of written homework assignments

Indirect Measures
- student evaluations
- periodic review of syllabi, textbooks, exams, etc.
- exit questionnaires
- informal conversations with students and advisees

GER 201, 202, 203: Intermediate German
Goal 1: Write effectively in German

Objective:
- demonstrate use of simple grammatical structures and comprehension, and increasing use of more complex grammatical concepts and structures
- ability to write essays of approximately 200 words on more complex topics such as hobbies, mass media, German reunification, music, family, work, multiculturalism, stereotypes and the environment
- foster development of higher levels of language skills and individual expression through the creative writing of dialogs to prepare students for coping with the further demands of upper division skills acquisition
- by the end of second year students should have reached a high-novice/low intermediate ranking according to the ACTFL guidelines

Goal 2: Speak effectively in German

Objective:
- communicate with simple sentences primarily in present tense about readings, reading content, every day situations, family, etc.
- be able to write, prepare, memorize and present original dialog material in front of students
- possess an active use of vocabulary of approximately 2000 words at the end of the second year
- by the end of the second year the students should have reached a high-novice/low intermediate ranking according to the ACTFL guidelines

Goal 3: Read critically in German

Objective:
- ability to read original literature which has been glossed, but not altered, to make the materials accessible to this level. The reading materials contain essays on culture, contemporary new and newsworthy articles, biographies of famous literary figures, e-mails, postcards and letters as well as short stories by famous writers past and present
- ability to apply pre-reading exercises to text comprehension and follow this up with exercises summarizing content as well as potential application
- ability to perform post-reading tasks such as posing and answering questions about the content

Goal 4: Comprehend Spoken German

Objective:
- understand more complex grammatical structures such as different tenses and moods, subordinating structures and dependent word order, use of modals and passive voice
• understand short audio-pieces and dialogs and perform listening comprehension tasks with a fair degree of accuracy
• view and understand key information presented in authentic films such as "Das Versprechen" if prepared in terms of vocabulary content and brief plot summary and characterization

Assessment

Direct Measures
• Chapter tests and final exams that assess all four skill areas reflecting the competencies learned in second year
• frequent vocabulary and grammar quizzes
• evaluation of written version of dialogue and performance in front of the class
• evaluation of written homework assignments

Indirect Measures
• student evaluations
• periodic review of syllabi, textbooks, exams, etc.
• exit questionnaires
• informal conversations with students and advisees
• in-class individual performance assessment on a daily basis

GER 301 and 302: Grammar Review and Composition

Goal 1: Write effectively in German

Objective:
• demonstrate use of higher-level grammatical features, such as major time markers, subjunctive II and passive voice, although with some inaccuracies and inconsistencies
• ability to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest
• ability to complete different writing tasks (creative, spontaneous, descriptive, evaluative) using process-oriented writing strategies
• ability to use more varied, specialized vocabulary
• by the end of third year, students are expected to have reached Intermediate-High proficiency according to the ACFTL guidelines

Goal 2: Speak effectively in German

Objective:
• ability to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations such as the concrete exchanges necessary for survival in the target culture
• ability to express personal meaning by creating with the language
• ability to use expanded vocabularies
• by the end of third year, the students are expected to have reached Intermediate-Mid proficiency according to the ACTFL guidelines

Goal 3: Read critically in German

Objective:
• ability to understand a variety of examples of authentic, current language practice, including idiomatic expressions, and colloquialisms in a wide range of sociolinguistic registers
• ability to understand an unedited literary text, assigned in short installments, with the help of vocabulary lists
• further develop reading strategies
• develop an understanding of levels of discourse

Goal 4: Comprehend German when spoken

Objective:
• demonstrate a general understanding of a variety of examples of authentic, current language practice, including idiomatic expressions, and colloquialisms in a wide range of sociolinguistic registers
• develop further listening strategies such as listening for linguistic markers
• ability to glean information from audio input

Assessment

Direct Measures
• exams that assess all four skill areas reflecting beginning and ending competencies
• process-oriented projects and papers that assess student ability to communicate effectively
• general assessment of class participation to monitor student ability to speak about topics presented

Indirect Measures
• periodic review of syllabi, textbooks, exams, etc.
• surveys of alumni
• exit interviews/questionnaires
• informal conversations with students and advisees
German 401 and 402

A) German 401: Advanced Grammar

Goal 1: Write effectively in German

The major focus of this course is not on writing, although some writing is done in class and as home work outside of class

Objective:
- be able to write with relative ease on a great number of topics.
- the level of writing the students will reach in this course according to the ACTFL standards is Advanced

Goal 2: Speak effectively in German

Objective:
- initiate and maintain a conversation on a number of topics
- the level of speaking the students will reach in this course according to ACTFL guidelines is between Intermediate-High and Advanced

Goal 3: Read critically in German

Objective:
- be able to read prose or fiction of several paragraphs in length, with sophisticated stylistic and grammatical elements
- the level of reading the students will reach in this course according to ACTFL guidelines is Advanced

Goal 4: Comprehend German when spoken

Objective:
- ability to understand most speakers of German if they speak slowly and without using dialect
- the level of understanding the students will reach in this course according to ACTFL guidelines is approximately Intermediate-High

Assessment:

Direct Measures
- chapter tests and final exams that asses all four skill areas reflecting the competencies acquired for the fourth year
- oral tests in class
- student projects
- evaluation of written homework assignment

Indirect measures
- student evaluations
- periodic review of syllabi, textbooks, exams, etc.
- exit questionnaires
• informal conversations with students and advisees

B) German 402: Advanced Composition

Goal 1: Write effectively in German
This course is the writing intensive course in the German program

Objective:
• be able to write with relative ease on a great number of historical topics that are relevant to their lives
• the level of writing the students will reach in this course according to the ACTFL standards is Advanced Plus

Goal 2: Speak effectively in German

Objective:
• initiate and maintain a conversation on a number of topics
• using metalanguage to discuss the grammar
• The level of speaking the students will reach in this course according to ACTFL guidelines is between Intermediate-High and Advanced

Goal 3: Read critically in German

Objective:
• The students in this course will read mostly their own writing of one to three pages (typed) in length, with special focus on various stylistical and grammatical elements in each essay
• The level of reading the students will reach in this course according to ACTFL guidelines is Advanced

Goal 4: Comprehend German when spoken

Objective:
• ability to understand most speakers of German if they speak slowly and do not use dialect
• the level of understanding the students will reach in this course according to ACTFL guidelines is approximately Intermediate-High

Assessment

Direct Measures
• students write nine in-class or at home essays, which are first pre-corrected by the teacher then by the students in group work, and finally the students present their corrections to the whole class. The class and the teacher work as a filter for mistakes that went unnoticed. Finally the students have to write a corrected version of the essay.
• students generate their own review grammar by the kind of grammar topics that still cause problems in their essays
- evaluation of written homework assignments

Indirect measures
- student evaluations
- periodic review of syllabi, textbooks, exams, etc.
- exit questionnaires
- informal conversations with students and advisees

German 305: German for Business Purposes

Goals

Skills and Abilities
- write in German on a great number of topics related to a business environment like an order, a complaint, business reference and how to write a German CV, among other topics
- initiate and maintain a conversation on a number of topics in the business area but also in the realm of small talk
- read business related prose from newspapers of several paragraphs in length, with sophisticated stylistic and grammatical elements
- listen to many tapes and watch short TV segments and be able to understand most speakers of German if they speak slowly and without using dialect

Knowledge
- familiarity with reading strategies such as skimming, that they can apply in other areas as well
- extension of vocabulary to include business-related words and concepts
- understanding of conventions related to the world of business as they pertain to the German-speaking countries

Objectives
- that students demonstrate the above skills and knowledge in written and spoken forms of the target language

Assessment

Direct Measures
- standardized trial exams that asses all four skill areas reflecting the competencies acquired for the successful preparation for the international exam “Zertifikat Deutsch für den Beruf”
- oral tests in class are also taken from the standardized trial tests which include work on graphs and role play
- student projects
- evaluation of written homework assignments

Indirect measures
- student evaluations
- periodic review of syllabi, textbooks, exams, etc.
exit questionnaires
informal conversations with students and advisees

German 314: Phonetics

Course Description: Prereq: Germ 203. A course designed to improve students’ pronunciation and intonation, to become familiar with phonetic transcription, and to become aware of problems involved in teaching German sounds.

Unique Characteristics of the Course:

The authors have developed a unique perception-based approach to learning German phonetics and improvement of pronunciation. Diagnostic tests are given early in the quarter which pinpoint both perceptual errors and pronunciation difficulties. As a result of these tests, a diagnostic analysis sheet is given to each student reflecting his/her individual perception and production difficulties. An integrated tape program providing highly specialized perception and production materials is made available to each student. Students are then expected to work individually with the tape program provided through the language lab to eliminate major errors in production and perception. Part of the final grade will be based on the student’s demonstrated relative success at the elimination of production/perception errors.

Goals

Skills and abilities

• to learn the German sound system: vowel and consonant systems, the proper articulation of each sound and the phonetic representation of each as well as the orthographic representations for each
• to master and apply some basic concepts and terminology in phonetics including knowledge of the speech mechanism
• to improve one’s pronunciation through perception
• to be able to apply the rules of Standard High German pronunciation to one’s own speech
• to become proficient at phonetic transcription of German using the IPA and diacritical marking
• to learn to become a critical listener and acquire the ability to monitor and correct one’s own pronunciation as well as to identify specific production errors of others and provide corrective procedures

Knowledge

• to know the German sound system: vowel and consonant systems in respect to the proper articulation of each sound and the phonetic representation of each as well as the orthographic representations for each
• to demonstrate mastery of basic concepts and terminology in phonetics including knowledge of the speech mechanism
• to improve one’s pronunciation through perception
• to know and apply the rules of Standard High German pronunciation
• to become proficient at phonetic transcription of German using the IPA
• to become a critical listener and acquire the ability to monitor and correct one’s own pronunciation as well as to identify specific production errors of others and provide corrective procedures

Subject matter

1) Introduction
2) Learning to speak
3) Learning a 2nd language
4) Vowels (German vs. English)
5) Consonants (German vs. English)
6) German Vowel Sounds (Similar/ Difficult/ New)
7) German Vowel Sounds (Diphthongs/ Unstressed/ Other Considerations)
8) German Consonant Sounds (Similar/ Difficult/ New/ Special Problems)
9) Pronunciation Review/ Sentences

Objectives

• that students demonstrate the above listed skills and knowledge of subject matter in written and spoken form.

Assessment

Assessment is done on an ongoing basis in class throughout the quarter. Much time in class is spent on individual and group production as well as individual correction and group reinforcement. The course incorporates a perception pretest and a separate pronunciation pretest. On the basis of these pre-tests, a diagnostic assessment is made highlighting areas of potential improvement. The same tests are administered at the end of the course to assess progress made to address problem production and perception errors. The content/ subject matter knowledge is assessed via a mid-term and final examination. Since this course not only strives for skills improvement but also demonstration of knowledge of subject matter, in class evaluation and re-evaluation constitute an important segment of the course. Two further assessment factors are thus employed, a mid-term and final exam. In the interest of improving this course, numerous techniques such as poetry reading, or formal discourse have been implemented in the past.
German 331: German Civilization through the 19th Century

**Goals**

**Skills and Abilities**
- write in German about German history, culture, and civilization
- read relevant texts and documents critically
- comprehend and acquire course content
- speak effectively about course content

**Knowledge**
- understanding of the history of German civilization from its beginnings
- familiarity with phases of that history
- awareness of social, political, religious and artistic developments

**Objectives**
- that students demonstrate the above skills and knowledge in written and spoken forms of the target language

**Assessment**

**Direct Measures**
- exams that assess student familiarity with above knowledge areas
- oral presentations, projects, and papers on specific figures, artworks, buildings, and movements
- general assessment of class participation to monitor student ability to speak about topics presented

**Indirect Measures**
- periodic review of syllabi, textbooks, exams, etc.
- student evaluations of teaching
- exit interviews/questionnaires
- informal conversations with students and advisees
German 332: German Culture of the 20th Century

Goals

Skills and Abilities
- write on a great number of cultural topics pertaining to 20th century history, culture, and civilization
- initiate and maintain a conversation on a number of topics
- read a great number of historical texts of several paragraphs in length, with sophisticated stylistical and grammatical elements
- watch short segments from German and Austrian feature films that are relevant to German culture of the 20th century and be able to understand most speakers of German if they speak slowly and without using dialect

Knowledge
- understanding of the history of German civilization in the 20th century
- familiarity with characteristics of the individual phases
- awareness of social, political, religious and artistic developments

Objectives
- that students demonstrate the above skills and knowledge in written and spoken forms of the target language

Assessment

Direct Measures
- the students write two short papers on topics of their own choice
- mid-terms and final exams that assess all four skill areas reflecting the competencies acquired for the fourth year
- oral tests in class
- student projects
- evaluation of written homework assignment

Indirect measures
- student evaluations
- periodic review of syllabi, textbooks, exams, etc.
- exit questionnaires
- informal conversations with students and advisees
GERMAN 340 (Introduction to German Literature)

Goals

Skills and Abilities
- write in German about literary texts and literary history (summary, description, evaluation, argument)
- read relevant texts and documents critically
- comprehend and acquire course content
- speak effectively about course content

Knowledge
- understanding of the literary forms (epic, lyric, dramatic) and genres
- understanding of literary movements and developments from the late 18th century to the early 21st century
- familiarity with characteristics of the various phases of German literary history
- awareness of socio-political contexts in which texts were produced

Objectives
- that students demonstrate the above skills and knowledge in written and spoken forms of the target language

Assessment

Direct Measures
- exams that assess student familiarity with above knowledge areas
- oral presentations, projects, and papers on specific figures, artworks, buildings, and movements
- general assessment of class participation to monitor student ability to speak about topics presented

Indirect Measures
- periodic review of syllabi, textbooks, exams, etc.
- student evaluations of teaching
- exit interviews/questionnaires
- informal conversations with students and advisees
German 341: 19th Century German Literature (yearly rotation between Romanticism and Bürgerlicher Realismus)

Goals

Skills and abilities
- write in German about different genres of 19th century German literature (Romantic period or Bürgerlicher Realismus)
- read various texts and documents about this time period critically
- comprehend readings
- speak effectively about literature of the 19th century

Knowledge
- understanding of the socio-historical context of the texts to be discussed
- familiarity with the characteristics of literary genres such as the novella, Bürgerliches Trauerspiel, and poetic conventions of the time
- familiarity with characteristics of the Romantic period and Bürgerlicher Realismus respectively depending on course content
- general knowledge about the life and works of the authors to be discussed

Objectives
- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language

Assessment

A. Direct Measures
- midterm or two shorter exams on the literary works and the socio-historical context
- final exam
- 5-6-page paper written in German on a literary topic
- talks by the students consisting of short summaries or discussion of a specific topic which was assigned to them
- participation in class discussions

B. Indirect Measures
- student evaluations
- periodic review of syllabi, literary texts, etc.
- informal conversations with students and colleagues
- exit interviews and questionnaires
German 343: Literature of the 18th Century

I. Goals

Skills and abilities
- write in German about masterworks of 18th century literature written by Lessing, Goethe and Schiller
- read relevant texts and documents critically
- understand the socio-historic context of the 18th century
- speak effectively about course content

Knowledge
- understanding of genres and conventions of the 18th century
- understanding of the literary epochs of the Enlightenment, *Sturm und Drang*, and German Classicism as manifested in the works of Lessing, the young and old Goethe and Schiller
- awareness of the socio-historic context in which these masterpieces were produced

Objectives
- that students demonstrate the above skills and knowledge in written and spoken forms of the target language

Assessment

Direct Measures
- two 2.5-3 page papers
- a final exam
- a seminar paper consisting of 7 pages
- active participation in the class and short talks on assigned topics

Indirect Measures
- student evaluations
- periodic review of syllabi, literary texts, etc.
- informal conversations with students and colleagues
- exit interviews and questionnaires
German 397: German Culture of the 20th Century through Feature Films

Goals

Skills and Abilities
- write in German on a great number of cultural topics
- initiate and maintain a conversation on topics related to German and American culture
- even though the focus of the course is not on reading, the students do read some articles on film theory and interpretation to get them ready for the tasks of the course
- students watch 10 German and Austrian feature films that are relevant to German culture of the 20th century and even though the films are sub-titled they can understand most speakers of German even if using dialect

Knowledge
- understanding of German history, culture, and politics through feature films
- familiarity with different film genres
- awareness of social, political, religious and artistic developments of German culture in the 20th century as portrayed in feature films

Assessment

Direct Measures
- the students write summaries and interpretations on all the films we view in class
- mid-terms and final exams that assess all four skill areas reflecting the competencies acquired for the fourth year
- oral tests in class
- student projects
- evaluation of written homework assignment

Indirect measures
- student evaluations
- periodic review of syllabi, textbooks, exams, etc.
- exit questionnaires
- informal conversations with students and advisees
German 406: German through Dramatization

Goals

Skills and Abilities
- The students do not do any writing in this course apart from taking copious notes on the interpretation of the drama or on their individual role
- learn about proper enunciation, pronunciation, tone, voice projection etc.
- learn about the differences in body language in German and American cultural contexts
- read and comprehend every word of the drama in order to then successfully slip into the roles of the play
- careful interaction with one another in the play; it is like an orchestra production where every instrument depends on the right cue and onset of another

Knowledge
- a thorough understanding of the play to be performed
- familiarity with acting skills such as enunciation, pronunciation, tone and voice projection
- memorization of their parts in the play

Objectives
- that students demonstrate the above skills and knowledge in the performance of the play

Assessment

Direct Measures
- the performance of the play is our final exam that in its own way assesses all four skill areas reflecting the competencies acquired for the fourth year

Indirect measures
- student evaluations
- periodic review of syllabi, etc.
- exit questionnaires
- informal conversations with students and advisees
GERMAN 432: Contemporary German Culture

**Goals**

**Skills and Abilities**
- write in German about the various modes of expression of popular culture
- read and view relevant texts and documents critically
- comprehend and acquire course content
- speak effectively about course content

**Knowledge**
- understanding of the forms and genres of popular culture
- understanding of developments in German popular culture from 1945 to the present
- familiarity with characteristics of the various phases of popular cultural history
- awareness of socio-political contexts in which artefacts were produced

**Objectives**
- that students demonstrate the above skills and knowledge in written and spoken forms of the target language

**Assessment**

**Direct Measures**
- exams that assess student familiarity with above knowledge areas
- oral presentations, projects, and papers on specific figures, artworks, films, buildings, movements, and social issues
- general assessment of class participation to monitor student ability to speak about topics presented

**Indirect Measures**
- periodic review of syllabi, textbooks, exams, etc.
- student evaluations of teaching
- exit interviews/questionnaires
- informal conversations with students and advisees
German 450: Various topics

Goals

Skills and abilities
- write in German about a specialized topic of German literature such as “The German Short Story”, “The German Novella”, “Bertolt-Brecht”, “Contemporary German-Jewish Authors”, “German Poetry” etc.
- read relevant texts and documents critically
- comprehend and acquire course content
- speak effectively about course content

Knowledge
- understanding of the socio-historical context of the time period to be discussed
- understanding of literary movements and developments pertaining to the topic
- familiarity with characteristics of the genre, time period, social and literary conventions

Objectives
- that students demonstrate the above skills and knowledge in written and spoken forms of the target language

Assessment

Direct Measures
- midterm exams or exams during the quarter on course content
- final exam
- a seminar paper consisting of 6-8 pages
- active participation in the class and short talks on assigned topics

Indirect Measures
- student evaluations
- periodic review of syllabi, literary texts, etc.
- informal conversations with students and colleagues
- exit interviews and questionnaires
GREEK, LATIN, AND CLASSICS

Mission

The teaching of the Classical languages shares with the pedagogy of the modern languages certain specific and fundamental goals. Hence our elementary language courses promote the acquisition and refinement of the basic skills of language usage: reading and writing, listening and speaking. Intermediate and upper-division courses in Greek and Latin, as well as our courses in Classical literature in translation (Classical Studies 350, 260, and 270) focus upon the reading and explication of the canon of Classics, those works generally recognized as fundamental to a thorough understanding of European literature and culture and which, together with the Classics of East and South Asia, can be said to form the basis of a humanist education. Under the aegis of the Modern and Classical Languages Department, the Classical Languages Section offers a minor in Greek, in Latin, and in Classical Studies; students may choose to design a major in any of these fields through the “Student-Faculty Designed Major” provided by the Liberal Studies Department.

The teaching of the Classical languages differs from that of the modern languages in one significant way: the techniques used to teach grammatical concepts are themselves ancient, arising in the Stoic philosophical schools of Asia Minor in the last centuries of the first millennium BC, and developing and expanding well into the first millennium of the present era. We continue using these techniques in the language classroom, and retain the traditional grammatical terminology.

Because the Classical Languages Section trains students to read, understand, and explicate literary works the pedagogical traditions of which cover several millennia, we must in addition to practical language skills teach students to read historically and across cultural barriers imposed by time, geography, religion and world-views. That is, when we teach a Classical author we must also teach the tradition of that author: the physical transmission of the author's text, the influence exerted by the text upon later literature, and the reception of the text by the modern world. Because of the historical depth of the knowledge gained through such study, students of all branches of the humanities can benefit from work in our classes.

GREEK LANGUAGE

The Greek language has enjoyed a continuous and very active development as a naturally acquired language up until the present day. That is, unlike Latin with its “daughters” Italian, French, Spanish, Romanian, and the other Romance languages, there has always been only one Greek language, accessible through its immense literature at various stages of development over the past three millennia. While the Classical Languages Section focuses upon the state of the language known as Classical or Attic Greek – that is, the form of the language spoken in the city-state of Athens during the fifth century BC, the period of the most influential of the ancient authors – the medieval and modern stages of the Greek language cannot be ignored. Our primary goal in the classroom, however, is to provide practical training in the ancient form of the language. Such training will provide students with access to works written
by Classical, early Christian, and Byzantine authors, covering the period from the
fifth century BC to the fifteenth century of the present era. Students with a mastery
of the ancient dialect will also be in a position easily to master the katharevousa
dialect used by some modern Greek writers of the nineteenth and twentieth centuries.

Greek 101/102/103: Elementary Greek

Greek 101

I. Goals

Skills and Abilities

- Ability to pronounce words written in Greek script, to read simple sentences
correctly and with fluency, and to write simple Greek sentences from
dictation.
- Ability to decline model nouns in all three Greek nominal declensions.
- Mastery of case usage in simple sentences using the copula and the
transitive verb.
- Understanding of the role of gender in nouns substantive and nouns
adjective, and the ability to generate simple sentences illustrating gender
agreement.
- Ability to perform simple colloquial exchanges, including salutation and
leave-taking and simple questions and answers.

Knowledge

- The origin and development of the Greek alphabet.
- Overview of the history of the Greek language.
- The concept of case usage to express syntactic function.
- An active vocabulary of 150+ Greek words.

II. Objectives

The Greek alphabet and the pronunciation of Greek words using the reconstructed
Classical system are to be mastered. Students must develop an awareness of the role
of inflection in generating meaning in the Greek sentence, and the varieties of
predication available in Indoeuropean languages. During the first quarter of
instruction, students learn to control the case system of the Greek noun.

I. Assessment

Direct Measures

- Weekly quizzes and dictation drills.
- Homework assignments submitted daily.
- Composition and performance of a skit.
- Daily oral drills in small-group format.
- 3-4 formal Greek essays upon set themes.
■ Midterm and final comprehensive examinations.

Indirect Measures

■ Teaching evaluations
■ Comments from former students
■ Comments from former students now in graduate programs
■ Student performance in subsequent classes
■ Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Greek 102

I. Goals

Skills and abilities:

■ Ability to recognize the differences among progressive, aorist, and perfect aspects in translation and composition.
■ Increasing ease in composing with a variety of third-declension nominal stems, including the degrees of comparison in adjectives.
■ Ability to carry on simple conversations in Greek.

Knowledge:

■ A working overview of the ancient Greek verbal system, and an awareness of how it differs from that of modern Greek.
■ Numerals
■ Pronouns: personal, demonstrative and relative.
■ Increasingly sophisticated vocabulary of traditional grammatical terminology.
■ Vocabulary of 500 + words.

II. Objectives

During the second quarter of the first year, students are introduced to the system of verbal aspect, voice, and mood.

II. Assessment

Direct Measures

■ Weekly quizzes and dictation drills.
■ Homework assignments submitted daily.
■ Composition and performance of a narrative.
■ Daily oral drills in small-group format.
■ 3-4 formal Greek essays upon set themes.
■ Midterm and final comprehensive examinations.
Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Greek 103

I. Goals

Skills and Abilities:

- Increasing fluency in composing with a variety of Greek moods and tenses in clauses of result, purpose, proviso, and condition.
- Ability to utilize participles and infinitives correctly in composing complex Greek sentences.
- Increasing sensitivity to case usage in complex sentences, including indirect statement and indirect question.
- Ability to carry on simple conversations in Greek using patterns of requesting and inviting, reporting and giving orders.

Knowledge:

- A working vocabulary of approximately 1000 words.
- Basic overview of the role of the literary dialects in the literature of ancient Greece.
- How to use the standard Greek lexicon and on-line resources in translating Greek.

II. Objectives

As students master the new grammar introduced in connection with complex syntactic structures, their fluency in writing sentences of increasing complexity grows. New vocabulary relevant to the reading of canonic authors must be mastered.

III. Assessment

Direct Measures

- Weekly quizzes and dictation drills.
- Homework assignments submitted daily.
- Composition and performance of a declamation.
- Daily oral drills in small-group format.
- 3-4 formal Greek essays upon set themes.
- Midterm and final comprehensive examinations.
Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Greek 201/202/350: Intermediate Greek

Greek 201

Goals

I. Goals

Skills and Abilities:

- Mastery of techniques for augmenting vocabulary and developing sight-reading ability.
- Increasing fluency in using complex syntax.
- Mastery of common rhetorical concepts applicable to Greek prose, in particular the use of particles to convey nuance.
- Ability to explain grammatical structures found in reading passages, and to incorporate them into original writing.
- Ability to compose explicationary paragraphs in Greek using connective structures.

Knowledge:

- Rules for word-composition
- Synonyms and their nuances
- Greek stylistics

II. Objectives:

At the intermediate level, the student becomes increasingly involved in the reading of ancient texts and the philological study of individual authors. Therefore more is demanded in terms of literary analysis and explication. The student must demonstrate a pro-active approach to reading the ancient text. The grammar learned during the first year must be thoroughly reviewed, and higher grammatical structures introduced and analyzed.

I. Assessment
Direct Measures:

- Daily reading assignments and preparation of study questions.
- Weekly Greek summary of content of week’s reading assignments.
- Weekly quizzes over new vocabulary and synonyms.
- 3-4 extended Greek essays on themes drawn from reading passages and using syntactical patterns encountered in these.
- Midterm and final comprehensive examinations including translation of unseen Greek passages into English.

Indirect Measures:

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Greek 202

I. Goals

Skills and Abilities:

- Ability to construct a short Greek essay using connective and transitional phrases.
- Acquisition of a vocabulary of rhetorical terminology useful in writing about literature.
- Increasingly sensitive interpretation of Greek prose authors read in course, in terms of diction and use of rhetorical figures.

Knowledge:

- Greek stylistics
- Specific data on the Greek authors and texts being read.
- Synonyms and their nuances.

II. Objectives  The student is expected to demonstrate an ability to write about literature and to carry on independent research using standard bibliographical materials. An awareness of the historical and cultural context of the literature being analyzed must become apparent in the student’s explication of a given work.

III. Assessment

Direct Measures:

- Daily reading assignments and preparation of study questions.
Weekly Greek summary of content of week’s reading assignments.
Weekly quizzes over new vocabulary and synonyms.
2 extended (3-5 pages) Greek essays on themes drawn from reading passages and using syntactical patterns encountered in these.
A bibliographical survey illustrating ability to use bibliographical resources available through library.
Midterm and final comprehensive examinations including translation of unseen Greek passages into English and composition of Greek sentences illustrating grammatical concepts reviewed in class.

Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

**Greek 350**

I. Goals

Skills and Abilities:
- Ability to read aloud Greek verse in various meters.
- Mastery of a vocabulary applicable to the poets read for course.
- Recognition of linguistic structures specific to Greek poetry.

Knowledge:

- Basic grasp of rules of Classical Greek prosody.
- Influence of quantitative metrics on later European poetry.
- Influence, on later European literature, of Greek poets read for this course.
- Overview of Greek poetic genres and literary dialects.

II. Objectives

The student is expected to acquire a fluency in the metrical reading of Greek poetry, and the ability to discuss the ancient context of poetry, the lives of the authors examined, and the transmission and influence of the text.

III. Assessment

Direct Measures

- Quizzes in scanning simple poetic meters
- Quizzes over new vocabulary.
- Exercises in composing Greek elegiac couplets and dactylic hexameter lines.
- A 5-7 page research paper in Greek based upon reading passages studied in class.
- Midterm and final comprehensive examinations including translation of unseen Greek passages and the composition of Greek sentences illustrating grammatical concepts reviewed in class.

Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Greek 401

Homer

I. Goals

Skills and Abilities:

- Mastery of selected passages of Homeric poetry, including vocabulary, stylistics, and rhetorical figures.
- Acquisition of Greek vocabulary suitable for writing in a sophisticated manner about literature.
- Fluent reading aloud of the Homeric hexameter.
- Mastery of the content of the major poems.

Knowledge:

- An awareness of Homer's contribution to world literature.
- Familiarity with the Homeric corpus and the history of its transmission.
- The influence of Homer upon later authors.
- Bibliographical resources in library.

II. Objectives

The student will be introduced to Greek poetry in the epic dialect by reading selections from the *Iliad* and *Odyssey*. Historical and archaeological background, dialectical features, stylistic considerations, and reception will all be considered.

III. Assessment
Direct Measures:

- An 8-10 page interpretive essay written in Greek or Latin and demonstrating the ability to do effective research on some aspect of Homer's poetry.
- Weekly quizzes on reading passages and interpretative issues.
- Regular reading aloud of passages drawn from Homeric and later epic poetry, and graded assessment of this performance.
- Regular participation of students in discussions, in English, Greek or Latin, of relevant aspects of Homer's prosody, style, and influence.
- Comprehensive midterm and final examinations including unseen translations and interpretive responses to short-answer items.

Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

LATIN LANGUAGE

Latin has been, for nearly 15 centuries, a literary language: that is, it is a language acquired not in infancy through natural means, but in addition to one's vernacular as a learned or literary medium. Latin was the language of the universities and of the Catholic Church well into the seventeenth century in Western Europe, even later in Northern and Central Europe. To access the literature, historical documents, and scholarship produced in Latin by clerics, government officials, and academics during these centuries, Latin is a vital tool. It continues to be written and spoken as a learned language at academic centers in Europe and North America.

Latin 101/102/103: Elementary Latin

Latin 101

I. Goals

Skills and abilities:

- Accurate pronunciation (reconstructed Classical) and fluency in reading simple Latin sentences.
Ability to recognize target vocabulary in sentences read at moderate tempo.
- Thorough mastery of laws of subject-predicate agreement.
- Ability readily to identify subject, object, indirect object, and possessive structures in simple sentences, and correctly to use nominal cases to produce simple sentences containing these features.
- Recognition of difference between active and passive verbs, and ability to construct correct simple sentences using both voices in the present, future and imperfect tenses.
- Mastery of gender and number agreement in usage of nouns substantive and nouns adjective.
- Acquisition of simple patterns of address, ability to respond orally to simple questions, telling time.

Knowledge:

- History of the development of the Roman alphabet.
- Latin as a member of the Indoeuropean family.
- Traditional grammatical terminology
- Vocabulary of approximately 250 words.
- First three nominal declensions, all cases.

II. Objectives

Mastery of the above skills and abilities in order accurately to read and write simple Latin sentences, to express simple concepts orally, and to understand others speaking Latin slowly and clearly.

III. Assessment

Direct Measures

- Weekly quizzes and dictation drills.
- Homework assignments submitted daily.
- Composition and performance of a skit.
- Daily oral drills in small-group format.
- 3-4 formal Latin essays upon set themes.
- Midterm and final comprehensive examinations.

Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Latin 102
I. Goals

Skills and Abilities:

- Increased fluency in oral reading of unseen Latin sentences.
- Conversational patterns allowing discussion of clothing, colors, weather and seasons, everyday activities
- Ability to construct orally and in writing complex temporal, causal, and relative clauses in the indicative.
- Ability to recognize and use orally and in writing all tenses of the indicative, active and passive voice, and the infinitive.

Knowledge:

- Fourth and fifth nominal declensions
- Working knowledge of all principal parts and conjugations of Latin verbs
- Complex clauses: temporal and causal
- Construction of relative clauses
- Personal and demonstrative pronouns
- Numerals
- Case usage with prepositions
- Vocabulary of approximately 750 words.

II. Objectives

Mastery of the above skills and abilities in order accurately to read Latin sentences in which new grammar and vocabulary are presented, to express simple concepts orally, to use new grammar and vocabulary to write simple sentences, and to understand this vocabulary and these grammatical concepts when spoken by others.

III. Assessment

Direct Measures

- Weekly quizzes and dictation drills.
- Homework assignments submitted daily.
- Composition of a short story, to be read effectively before the class.
- Daily oral drills in small-group format.
- 3-4 formal Latin essays upon set themes.
- Midterm and final comprehensive examinations.

Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.
Latin 103

I. Goal

Skills and abilities:

- Familiarity with resources offered by deponent verbs and by participles.
- Ability to compose complex sentences utilizing subjunctive mood, including clauses of concession, purpose, result, condition, and indirect questions; indirect discourse.
- Fluency in effective reading aloud of extended Latin passages.
- Ability to express one's ideas in evaluative situations.
- Ability to sight-read simple unseen passages.

Knowledge:

- Vocabulary of approximately 1000 words
- Working overview of complete verbal and nominal systems
- Traditional grammatical terminology applicable to the syntax of the Latin moods and tenses.

II. Objectives

Mastery of the above skills and abilities in order accurately to read complex Latin sentences in which new grammar and vocabulary are presented, to use new grammar and vocabulary to write complex sentences and extended passages in which ideas are discussed, and to express one's own ideas clearly in conversation, evaluation, and oratory.

III. Assessment

Direct Measures:

- Weekly quizzes and dictation drills.
- Homework assignments submitted daily.
- Composition and performance of a Latin declamation, and composition of evaluative Latin critiques of classmates' declamations.
- Daily oral drills in small-group format.
- 3-4 formal essays in Latin upon set themes.
- Midterm and final comprehensive examinations.

Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.
Latin 201/202/350: Intermediate Latin

Latin 201

II. Goals

Skills and Abilities:

- Mastery of techniques for augmenting vocabulary and developing sight-reading ability.
- Increasing fluency in using complex syntax.
- Mastery of common rhetorical concepts applicable to Latin prose.
- Ability to explain grammatical structures found in reading passages, and to incorporate them into original writing.
- Ability to compose explicatory paragraphs in Latin using connective structures.

Knowledge:

- Rules for word-composition
- Synonyms and their nuances
- Latin stylistics

III. Objectives: At the intermediate level, the student becomes increasingly involved in the reading of ancient texts and the philological study of individual authors. Therefore more is demanded in terms of literary analysis and explication. The student must demonstrate a pro-active approach to reading the ancient text. The grammar learned during the first year must be thoroughly reviewed, and higher grammatical structures introduced and analyzed.

IV. Assessment

Direct Measures:

- Daily reading assignments and preparation of study questions.
- Weekly Latin summary of content of week’s reading assignments.
- Weekly quizzes over new vocabulary and synonyms.
- 3-4 extended Latin essays on themes drawn from reading passages and using syntactical patterns encountered in these.
- Midterm and final comprehensive examinations including translation of unseen Latin passages into English.

Indirect Measures:
Teaching evaluations
Comments from former students
Comments from former students now in graduate programs
Student performance in subsequent classes
Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Latin 202

IV. Goals

Skills and Abilities:

- Ability to construct a short Latin essay using connective and transitional phrases.
- Acquisition of a vocabulary of rhetorical terminology useful in writing about literature.
- Increasingly sensitive interpretation of Latin prose authors read in course, in terms of diction and use of rhetorical figures.

Knowledge:

- Latin stylistics
- Specific data on the Latin authors and texts being read.
- Synonyms and their nuances.

V. Objectives

The student is expected to demonstrate an ability to write about literature and to carry on independent research using standard bibliographical materials. An awareness of the historical and cultural context of the literature being analyzed must become apparent in the student’s explication of a given work.

VI. Assessment

Direct Measures:

- Daily reading assignments and preparation of study questions.
- Weekly Latin summary of content of week’s reading assignments.
- Weekly quizzes over new vocabulary and synonyms.
- 2 extended (3-5 pages) Latin essays on themes drawn from reading passages and using syntactical patterns encountered in these.
- A bibliographical survey illustrating ability to use bibliographical resources available through library.
- Midterm and final comprehensive examinations including translation of unseen Latin passages into English and composition of Latin sentences illustrating grammatical concepts reviewed in class.
Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes
- Workshops and informal discussions with colleagues at scholarly meetings and conferences.

**Latin 350**

IV. Goals

Skills and Abilities:

- Ability to read aloud Latin verse in various meters.
- Mastery of a vocabulary applicable to the poets read for course.
- Recognition of linguistic structures specific to Latin poetry.

Knowledge:

Basic grasp of rules of Classical Latin prosody.
Influence of quantitative metrics on later European poetry.
Influence of Latin poets read for course on later European literature.
Overview of Latin poetic genres.

V. Objectives

The student is expected to acquire a fluency in the metrical reading of Latin poetry, and the ability to discuss the ancient context of poetry, the lives of the authors examined, and the transmission and influence of the text.

VI. Assessment

Direct Measures

- Quizzes in scanning simple poetic meters
- Quizzes over new vocabulary.
- Exercises in composing Latin elegiac couplets and dactylic hexameter lines.
- A 5-7 page research paper in Latin based upon reading passages studied in class.
- Midterm and final comprehensive examinations including translation of unseen Latin passages and the composition of Latin sentences illustrating grammatical concepts reviewed in class.

Indirect Measures
■ Teaching evaluations
■ Comments from former students
■ Comments from former students now in graduate programs
■ Student performance in subsequent classes
■ Workshops and informal discussions with colleagues at scholarly meetings and conferences.

Latin 401
Vergil

II. Goals

Skills and Abilities:

■ Mastery of selected passages of Vergilian poetry, including vocabulary, style and rhetorical figures.
■ Acquisition of Latin vocabulary suitable for writing in a sophisticated manner about literature.
■ Fluent reading aloud of the Vergilian hexameter.
■ Mastery of the content of the major poems.

Knowledge:

■ An awareness of Vergil's contribution to world literature.
■ Familiarity with the Vergilian corpus and the history of its transmission.
■ Vergil's influence on his contemporaries and on later authors.
■ Bibliographical resources in library.

III. Objectives

The student will be introduced to the poetry of the most influential and best-loved of the Classical Latin authors. Historical background, stylistic considerations, and reception will all be considered.

IV. Assessment

Direct Measures:

■ An 8-10 page interpretive essay written in Latin and demonstrating the ability to do effective research on some aspect of Vergil's poetry.
■ Weekly quizzes on reading passages and interpretative issues.
■ Regular reading aloud of passages drawn from Vergil's poetry and graded assessment of this performance.
Regular participation of students in discussions, in English and in Latin, of relevant aspects of Vergil's prosody, style, and influence.

Comprehensive midterm and final examinations including unseen translations and interpretive responses in Latin to short-answer items.

Indirect Measures

- Teaching evaluations
- Comments from former students
- Comments from former students now in graduate programs
- Student performance in subsequent classes. Workshops and informal discussions with colleagues at scholarly meetings and conferences.

JAPANESE

The Japanese section of the Department of Modern and Classical Languages provides students with the opportunity to acquire proficiency in the Japanese language in four years, from elementary proficiency to advanced fluency in four skills.

Our language program is buttressed by a substantial study abroad component consisting of direct exchanges with Asia University, Obirin University, Tsuda Women's College, and Nagoya University of Foreign Studies, as well as the arrangement with the KCP International Language School in Tokyo.

Students' proficiency in Japanese is a vital means for them to access and understand Japanese society, culture, and history. By the same token, their knowledge of Japanese society, culture, and history enhances their linguistic ability. For these reasons, the Japanese program places emphasis on the literary, cultural, historical, and sociological issues in its language teaching, especially from the intermediate level through the advanced level.
Our track record plentifully indicates that many graduates of our program continue to use Japanese in their various professions, live and travel in many parts of the world, and generally find their experiences at Western Washington University to be rewarding.

JAPN 101

I. Goals

Skills and abilities

- learn to read and write two sets of syllabaries (hiragana & katakana) and 36 kanji (“active production kanji”)
- learn to recognize 23 more kanji (“passive recognition kanji”)
- learn to understand simple Japanese sentences
- learn to speak simple Japanese sentences

Knowledge

- the Japanese sound system (five vowels plus “n,” 14 consonants, and 9 palatal sounds)
- Japanese sound as syllable-based
- Japanese accent as pitch and not stress
- double (or long) vowels vs. single (or short) vowel
- hiragana, katakana, kanji (orthography)
- essential greetings
- topic-predicate sentence construction
- “wa” (topic marker) vs. “ga” (subject marker)
- indicate proximity and distance
- asking questions, what, who, when, where, how
- concept of “inside-outside” as reflected on lexical items (e.g., “haha” vs. “okāsan”)
- polite “masu” form of verbs and “desu” form of copula
- concept of “counter”
- the number system
- telling time
- informal (dictionary) form of verbs and copula
- three kinds of verbs (vowel verbs, consonant verbs, irregular verbs)
- essential particles and grammatical cases
- pure adjectives (“i-type”)

II. Objectives

- that students acquire the above listed skills and knowledge in spoken and written forms of the target language, with accurate pronunciation
- that students begin to understand the significance of inside/outside distinction as it appears at the lexical level

III. Assessment

A. Direct Measures
-vocabulary and kanji quizzes
-cumulative tests
-oral interviews

B. Indirect Measures
-periodic review of syllabi, quizzes, exams
-student evaluations of teaching
-informal conversations with students and colleagues

JAPN 102

I. Goals

Skills and abilities

-learn to read and write 72 new kanji (“active production kanji”; cumulative 108)
-learn to recognize 58 more kanji (“passive recognition kanji”; cumulative 81)
-understand more complex Japanese sentences
-learn to speak more complex Japanese sentences

Knowledge

-acquisition of te-form (gerundive) and ta-form (past tense) of verbs and copula
- auxiliary verbs, such as “te-miru,” “te-oku,” “te-shimau,” “te-iku,” “te-kuru, and “te-iru"
-“te-aru” construction, an act is done by someone and the result still exists
-punctual versus durative verbs in te-iru construction (progressive vs. state)
-volitional expressions, “I want,” “I intend to do”
-sentence structure to quote ideas, facts
-probability statement
-disjunctive questions (“whether or not …”)
-sentence construction of obligation, permission, and prohibition
-particles (verb-specific particles, especially “ni”)
-nominal adjectives (“na-type”)

II. Objectives

-that students acquire the above listed skills and knowledge in spoken and written forms of the target language, with accurate pronunciation and speed

III. Assessment

A. Direct Measures
-vocabulary and kanji quizzes
-cumulative tests
-oral interviews
-class presentations

B. Indirect Measures
-periodic review of syllabi, quizzes, exams
-student evaluations of teaching
I. Goals

**Skills and abilities**

- learn to read and write 66 new kanji (“active production kanji”; cumulative 174)
- learn to recognize 53 more kanji (“passive recognition kanji”; cumulative 134)
- understand complex sentences
- learn to speak complex sentences

**Knowledge**

- relative construction (noun modified sentences)
- “intention,” “pretension,” “while” construction
- “at the time when” construction
- “just about to do,” “in the middle of doing,” “just having done” (temporal structure)
- “only,” “nothing but,” “just about” construction
- semblance, inference
- hearsay
- indefinite pronouns (something, nothing, everything whatsoever, etc.)
- potential form of verbs
- comparative and superlative construction

II. Objectives

- that students acquire the above listed skills and knowledge in spoken and written forms of the target language with accurate pronunciation, speed, and fluency

III. Assessment

A. Direct Measures
   - vocabulary and kanji quizzes
   - cumulative tests
   - oral interviews
   - class presentations

B. Indirect Measures
   - periodic review of syllabi, quizzes, exams
   - student evaluations of teaching
   - informal conversations with students and colleagues-vocabulary and kanji quiz per lesson

**JAPN 104**

Review, First Year Japanese, under construction (as of November 2006)
JAPN 201

I. Goals

Skills and abilities

- learn to read and write 36 new kanji (“active production kanji”; cumulative 210)
- learn to recognize 79 more kanji (“passive recognition kanji”; cumulative 213)
- understand complex sentences
- learn to speak complex sentences
- learn to understand the honorific language

Knowledge

- the concept of insider/outsider as manifest in linguistic expressions
- verbs of giving and receiving
- passive (simple passive and affective passive) construction
- causative (allow/force) construction
- causative passive construction
- “in order to,” “due to” construction
- “contrary to expectation” construction
- conjecture, “if,” “when,” “should” structure
- formation of honorific (exalting, humbling, and polite) verbs and copula

II. Objectives

- that students master the above listed skills and knowledge in spoken and written forms of the target language with accurate pronunciation, speed, fluency
- that students acquire an insight into the socio-linguistic aspects that govern the use of honorific style in the target language

III. Assessment

A. Direct Measures
   - vocabulary and kanji quizzes
   - cumulative tests
   - oral interviews
   - class presentations

B. Indirect Measures
   - periodic review of syllabi, quizzes, exams
   - student evaluations of teaching
   - informal conversations with students and colleagues-vocabulary and kanji quiz per lesson

JAPN 202

I. Goals

Skills and abilities
-learn to read and write 60 new kanji (for active production; cumulative 270)
-learn to read 49 more kanji (for passive recognition; cumulative 262)
-general review of the first year grammar points
-learn to read and write early intermediate materials in Japanese
-learn to present orally and understand aurally intermediate materials in Japanese

**Knowledge**

- delimitation particle (“de”)
- deletion of superfluous elements in spoken Japanese
- deletion of “thinking that” when the meaning is clearly understood
- deletion of copula in highly colloquial Japanese
- contraction of sounds in spoken Japanese
- I wonder, it might be (“-kashira,” “-kamoshirenai”) construction
- “show the appearance” (“-garu”) construction
- “while/before” construction (“uchi-ni”)
- manner adverbs
- circumstantial explanation (“wake”)
- super-polite construction (formal form of verb/adjectives + deshō) used in business transactions
- telephone conversation (business negotiations over the phone)

**II. Objectives**

-that students acquire the above listed skills and knowledge in spoken and written forms of the target language with accurate pronunciation, speed, and fluency
-that students can understand the linguistic constructions that are typical of colloquial language
-that students become aware of gender-specific expressions and lexical items

**III. Assessment**

**A. Direct Measures**
- vocabulary and kanji quizzes
- cumulative tests
- oral interviews
- class presentations

**B. Indirect Measures**
- periodic review of syllabi, quizzes, exams
- student evaluations of teaching
- informal conversations with students and colleagues-vocabulary and kanji quiz per lesson

**JAPN 203**

I. Goals

**Skills and abilities**
-learn to read and write 60 new kanji (for active production; cumulative 330)
-learn to read 45 more kanji (for passive recognition; cumulative 307)
-learn to read and write intermediate material
-learn to present orally and understand aurally intermediate materials

Knowledge

- colloquial quotative particle (“tte”)
- particles of exemplification (“toka’)
- formation of abstract nouns (cf. beautiful → beauty, etc.)
- super-polite honorific language for business interactions
- expression of “without something” (“noun-nashi”)
- particle of enumeration (“ni”)
- discussion of the functions of film (documentary vs. drama)
- “what one means by X is Y” construction
- use of “mitai” (it seems that, it looks like)
- historical perspective on Japanese sports
- suffix “me” to indicate order or sequence & exact point of demarcation of two things, times or places
- classical form of negative verbs (“verb-zu”)
- contraction of “te-wa” into “cha”
- health-related vocabulary items (nutrition, medicine, progress of medicine, etc.)

II. Objectives

-that students acquire the above listed skills and knowledge in spoken and written forms of the target language with accurate pronunciation, speed, and fluency
-that students become comfortable with polite language spoken in the business world
-that students increase their vocabulary on specific topics

III. Assessment

A. Direct Measures
   - vocabulary and kanji quizzes
   - cumulative tests
   - oral interviews
   - class presentations

B. Indirect Measures
   - periodic review of syllabi, quizzes, exams
   - student evaluations of teaching
   - informal conversations with students and colleagues-vocabulary and kanji quiz per lesson

JAPN 280

I. Goals

Skills and abilities
-learn 50 kanji a week for writing
-learn 450 kanji per quarter
-repeatable to cover all 2,040 kanji (“commonly used kanji”)

Knowledge

-how to recognize the meaning of various components that make up kanji
-how new combinations of meaningful components yield clear meaning
-any kanji is a combination of meaningful parts

II. Objectives

-that students familiarize themselves with kanji
-to remove any “kanji phobia” from the minds of students

III. Assessment

A. Direct Measures
   -weekly quiz of fifty kanji; 90% or above is satisfactory
   -mid-term (cumulative test): 80% or above is satisfactory
   -final (cumulative test): 70% or above is satisfactory

Indirect Measures
   -informal conversations with students and colleagues
   -student evaluations of teaching
   -students’ improved performance in JAPN 103-401 series

JAPN 301

I. Goals

Skills and abilities

-learn to read and write 65 new kanji (for active production; cumulative 395)
-learn to read 50 more kanji (for passive recognition; cumulative 357)
-learn to handle early advanced reading materials
-learn to produce intellectually challenging compositions and essays and present them in class

Knowledge

-famous Japanese spas and tourist places near Tokyo
-how to narrate one's impression of a place
-to become aware of requirements for going to Japan and living there
-segments of Japanese history
-history of Kyoto
-history of kanji
-history of syllabaries (hiragana and katakana) as developed out of “Manyô-gana” (phonetic use of certain numbers of kanji)
gender-specific orthography practice set in a historical perspective

II. Objectives

that students review the grammar, develop their proficiency, and apply their knowledge to contemporary Japanese life and society

that students develop their insight into Japanese history, culture, society, art, architecture, and literature

III. Assessment

A. Direct Measures
   - vocabulary and kanji quizzes
   - cumulative tests
   - oral interviews
   - class presentations

B. Indirect Measures
   - periodic review of syllabi, quizzes, exams
   - student evaluations of teaching
   - informal conversations with students and colleagues-vocabulary and kanji quiz per lesson

JAPN 302

I. Goals

Skills and abilities

- learn to read and write 69 new kanji (for active production; cumulative 464)
- learn to read 70 more kanji (for passive recognition; cumulative 427)
- learn to read advanced materials
- produce intellectually challenging compositions and essays and present them in class

Knowledge

- “six categories” of kanji
- homonyms and kanji
- sound-meaning combination in kanji
- colloquial expressions “chatte”
- male sentence-ending particle “kai” (paternal expression)
- “such things as” expression (“nante,” “nanka”)
- lexical suffix: “-ize”
- rich reality of Japanese dialects
- concessional expression (imperative form)
- the use of “tokoro” to mean “but,” “while”
- strong conjecture, sympathy (use of “sazo”)
- reality of Japanese education, “temple school”
two different philosophies of education (fostering creativity vs. acquisition of basic skills via memorization and practice)
-verb “suru” with body parts (eyes, ears, mouth, hand, feeling)
-“as is” (“mama”) construction
-“even if” construction (“tatoe ... te-mo”)
-“ought” obligation (“beki”)
-Japanese religions (Shinto & Buddhism) and their place in Japanese culture and society.
-quoting statistical & other data
-deletion of verb “suru” (to do) when the meaning is clear from the context

II. Objectives

-that students review the grammar, develop their proficiency, and apply their knowledge to contemporary Japanese life and society
-that students develop their insight into Japanese history, culture, society, education, dialects, and religion

III. Assessment

A. Direct Measures
   -vocabulary and kanji quizzes
   -cumulative tests
   -oral interviews
   -class presentations

B. Indirect Measures
   -periodic review of syllabi, quizzes, exams
   -student evaluations of teaching
   -informal conversations with students and colleagues: vocabulary and kanji quiz per lesson

JAPN 303

I. Goals

Skills and abilities

-learn to read and write 68 new kanji (for active production; cumulative 532)
-learn to read 64 more kanji (for passive recognition; cumulative 491)
-learn to read advanced materials
-produce intellectually challenging compositions and essays and present them in class

Knowledge

-Japanese political system, vocabulary related to politics, election
-comparison of Japanese political system and Western style democracy
-Japan as rapidly aging society
-purpose of life separate from one's job
-it seems (with very much certitude)—“rashii"
- Shinto myth of “Heavenly Rock Cave”
- etymological reiteration of old Japanese words
- quoting from newspaper and magazine articles
- no more than (“-ni suginai”) construction
- fully possible (“ariuru”) construction
- even if (conjecture) construction
- tend to (“gachi”) construction

II. Objectives

- that students review the grammar, develop their proficiency, and connect their knowledge to the actual concrete Japanese reality today
- that students start to feel comfortable with various aspects of Japanese history, culture, society, politics, and religion
- that students are able to tell stories, albeit with limited fluency

III. Assessment

A. Direct Measures
   - vocabulary and kanji quizzes
   - cumulative tests
   - oral interviews
   - class presentations
   - term paper

B. Indirect Measures
   - periodic review of syllabi, quizzes, exams
   - student evaluations of teaching
   - informal conversations with students and colleagues-vocabulary and kanji quiz per lesson

JAPN 330abc

I. Goals

Skills and abilities

- learn to write and present impressions and thoughts provoked by films
- learn to express their thoughts and communicate in Japanese
- to develop the skill to ask questions and listen to answers

Knowledge

- to acquire historical information through films
- historical incidents shape cultural values inasmuch as they are shaped by cultural values
- to become aware of cultural framework, social system, and spiritual values
- to become aware of universality and particularities of cultural and human experiences

II. Objectives
-that students express their thoughts in the target language logically and effectively
-that students learn to open their minds to understand the different, the other—something unfamiliar to them in their daily lives

III. Assessment

A. Direct Measures
   - class presentation of the summary of and students’ reactions to the film viewed
   - class discussions
   - written report (composition)

B. Indirect Measures
   - informal conversations with students and colleagues
   - student evaluations of teaching
   - periodic review of syllabi, films to be shown
   - compilation of film scripts (in Japanese with English vocabulary) for students’ use

JAPN 350

I. Goals

Skills and abilities

-to read original documents (historical and literary) in Japanese that cover ancient, medieval, and modern periods
-to take minutes in Japanese of class discussions and submit them for emendation, comments, improvements
-to make presentations in Japanese on topics related to the reading material
-this is not a skills acquisition course, but a course that exposes students to intellectual contents of Japanese culture, history, and society, which is intended to help aid their comprehension and appreciation of advanced reading materials (JAPN 401 and beyond)

Knowledge

-to open up wide varieties of historical and literary writings and make them accessible in the original to the students
-“Seventeen Article Constitution of Prince Shōtoku” (604)
-The Man’yō Poetry Collection (ca. 759)
-The Tale of Genji (ca. 1004)
-The Pillow Book (ca. 995)
-The Tale of the Heike (ca. 1250)
-An Account of my Hut (1212)
-The Records of the Legitimate Succession of the Divine Sovereigns (1339, rev. 1343)
II. Objectives

- that students acquire the ability to summarize and take notes of each seminar
- that students acquire vocabulary associated with specific time periods and genres
- that students are exposed to the ancient, classical, recent, and modern orthographies in the target language

III. Assessment

A. Direct Measures
   - minutes taking (in Japanese)
   - class presentations on related topics
   - take-home quizzes
   - take-home essay questions
   - research paper (in Japanese)

B. Indirect Measures
   - informal conversations with students
   - periodic questionnaires
   - exit interviews and questionnaires
   - student evaluations of teaching

JAPN 401

I. Goals

Skills and abilities

- learn to read and write 68 new kanji (for active production)
  The total kanji for active production introduced through JAPN 101-401: 600
- learn to recognize 94 more kanji (for passive recognition)
  The total kanji for passive recognition introduced through JAPN 101-401: 585
  The total kanji covered through JAPN 101-401: 1185
- learn to read advanced level materials
- learn to write and present intellectually informed reports on the topics covered in class

Knowledge

- verb “suru” with sound, smell, taste
- to get by with (“te sumu”) construction
- literary tentative form (“ikani ..(y)ōtō”)
- numerical expression, e.g., ten and several, several tens
- at the critical juncture (“iza”) construction
- meaning of “during” and “throughout” by the suffix “chū”
- adverbial construction + “ga” as the subject
- “without” (“sezu”) construction
-to pretend ("-buru")
-adjective of subjective perception + "suru" to mean to "give the sensation of such and such"
-transitive and intransitive verbs made of adjectives (e.g. “tsuyomeru, tsuyomaru”)

II. Objectives

-that students should be able to handle any newspaper articles with the aid of a dictionary
-that students will have a high level of oral proficiency with grammatical accuracy and clarity of pronunciation
-that students can produce complex sentences and long narrative with relative ease

III. Assessment

A. Direct Measures
   -vocabulary and kanji quiz per lesson
   -cumulative tests
   -oral interviews
   -class presentations
   -term paper

B. Indirect Measures
   -periodic review of syllabi, quizzes, exams
   -student evaluations of teaching
   -informal conversations with students and colleagues

JAPN 402

I. Goals

Skills and abilities

-to learn to read literary masterpieces in the original language
-to be familiarized with conventional phrases and expressions in the target written language
-to write and present intellectually informed essays on the topic introduced in the class

Knowledge

-to learn about the Zeitgeist that yields masterpiece(s)
-to start identifying specific authors and their contributions in the field of literature, philosophy, and other humanistic fields

II. Objectives

-that students read representative literary pieces (either in whole short stories or selection from a long novel) in the original Japanese
-that students continue to acquire vocabulary and kanji
-that students improve their oral skill to present complex ideas narrating the contents of the reading materials
-that students express their thoughts in decent prose in Japanese

III. Assessment

A. Direct Measures
   -class discussions
   -summary of each section
   -kanji and vocabulary quizzes
   -research paper (on any Japanese literature of the student’s choice)
   -oral interview

B. Indirect Measures
   -constant review of syllabi, textbooks, class requirements
   -informal conversations with students and colleagues
   -student evaluations of teaching
   -exit interviews and questionnaires

JAPN 403

I. Goals

Skills and abilities
-to learn to read authentic philosophical writings (both modern and medieval periods)
-to be familiarized with issues and perspectives in Japanese thoughts
-to write and present intellectually informed essays on the topic introduced in the class

Knowledge

-to learn about the Zeitgeist that yields major thinkers
-to start identifying specific thinkers and their contributions in the field of philosophy, religion, and aesthetics

II. Objectives

-that students read works of representative thinkers in the original Japanese
-that students continue to acquire vocabulary and kanji
-that students improve their oral skill to present complex ideas narrating the contents of the reading materials
-that students express their thoughts in decent prose in Japanese

III. Assessment

A. Direct Measures
- class discussions
- summary of each section
- research paper (on Japanese literature)
- oral interviews

B. Indirect Measures
- constant review of syllabi, textbooks, class requirements
- informal conversations with students and colleagues
- student evaluations of teaching
- exit interviews and questionnaires

JAPN 425

Tutorial in Japanese, under construction (as of November 2006)

RUSSIAN

Mission

As one of the divisions of the Department of Modern and Classical Languages, the Russian section serves Western Washington University by providing an opportunity to achieve fluency in Russian up to the strong intermediate level. The section offers a minor in the Russian language, and also provides, more generally, an intellectual service to students in other liberal arts disciplines, as well as in business and economics. The sequential imparting of practical language skills is based on intensive classroom instruction in the target language that also includes cultural material providing a substantial introduction to the historical and political heritage of Russia and other nations of the former Soviet Union.

Knowledge of Russian is important for a variety of historical, economic, political, and cultural reasons. With nearly 300 million speakers and a significant presence in all modern spheres of international communication, Russian remains a key world language. For students interested in European literatures, familiarity with Russian provides a vital angle toward understanding one of the most vibrant Western literary traditions. For linguists, Russian affords an accessible example of a morphologically rich, structurally somewhat conservative Indo-European language. Knowledge of Russian therefore dovetails with broader liberal arts interests in a number of ways.

Academic offerings by the section focus primarily on developing practical linguistic aptitude, with a secondary aim of connecting language proficiency to an informed understanding of Russia's important cultural, political, and historical legacy. Most courses emphasize the acquisition of specific, language skills in all areas of structure – reading, writing, comprehension, and speech production. The language sequence courses (Russ 101, 102, 103, 201, 202, 203, 301, 302, 330) are taught almost entirely in the target language, with inclusion of texts and cultural realia introducing Russia's traditions and history as well as assisting the interpretation of modern events and trends. Students taking the Russian language sequence are encouraged to develop a
parallel interest in studying linguistics, history, political science, art or world literatures. Two of the required courses in the Russian minor (Russ 214 and 314) are geared specifically toward building student awareness of the historical development of Russian and its contemporary structure in cross-linguistic perspective, and thus also serve the aims of Western's Linguistics Program. The minor's final course, Russian 330, provides students with exposure to reading, discussing, and analyzing an entire original work of Russian literature entirely in the target language.
RUSS 101/102/103: Elementary Russian

RUSS 101
I. Goals

Skills and abilities
-Mastery of writing and recognizing both printed and cursive forms of the Russian Cyrillic alphabet
-Ability to understand and produce, with credible pronunciation, basic Russian greetings, farewells, and everyday phrases
-Ability to engage in improvised dialogs on select basic everyday topics
-Developing skills necessary for effective at-home memorization of basic vocabulary

Knowledge
-Understand introductory Russian grammar and syntax, with emphasis on the structure of simple, emotively neutral sentences in the present tense.
-Familiarity with basic communication skills necessary for participating creatively in simple dialog formation
-Active knowledge of Russian vocabulary for personal pronouns, numbers 1-20, countries and nationalities, family members, nouns for basic everyday items, colors and basic qualitative adjectives, basic state and activity verbs.
-Familiarity with a sampling of Russian cultural and political personages and places through exposure to realia such as photographs, brief texts, and film clips

II. Objectives

-Students must consistently demonstrate sequential mastery of the above listed skills and knowledge in both written and spoken Russian

III. Assessment

C. Direct Measures
-Students must complete regularly scheduled chapter tests assessing acquisition of specific grammar skills and vocabulary
-In-class student participation in questions/answers and dialog formation in Russian is monitored daily to check student progress in acquiring good pronunciation and acquisition of practical communication skills
-Homework and workbook assignments are graded daily to monitor comprehension of target skills, including basic writing skills and facility in writing the Cyrillic alphabet

D. Indirect Measures
-Periodic review of syllabi, textbooks, exams, etc.
-Regular updating of information on current events and trends to be introduced as background for class participation
-Quarterly student evaluations of teaching
-Informal exit interviews with students continuing on to Russian 103, as well as with those who are not

RUSS 102
I. Goals
Skills and abilities
- Comprehend spoken Russian at an introductory level about specific everyday topics, including shopping, discussing weather and temperature, sightseeing, interviewing for a job, telling time and using dates
- Read and comprehend simple Russian texts with the aid of a glossary or dictionary
- Speak Russian in present and past tenses, with generally correct usage of grammatical endings
- Manage simple communicative situations effectively in Russian, be able to improvise dialogs on a limited basis; the ability to communicate is emphasized, with some basic errors to be expected
- Write unfamiliar Russian words with consistently correct formation of Cyrillic letters. Basic mastery of punctuation symbols. Consistency in producing basic word order patterns, correct spelling of basic vocabulary, and reproduction of adjective-noun and subject-verb agreement

Knowledge
- Understanding introductory Russian phrase and sentence structure, introducing certain types of subordinate clauses
- Acquaintance with key Russian cultural and political realities through exposure to realia such as film, art, and music
- Familiarity with rudimentary language learning strategies for oral and written target language production,
- continued emphasis on skills of acquiring both active and passive knowledge of basic vocabulary related to daily activities, widespread technologies, basic expression of emotions, etc.

II. Objectives
- Students must consistently demonstrate sequential mastery of the above listed skills and knowledge in both written and spoken Russian

III. Assessment

A. Direct Measures
- Students must complete regularly scheduled chapter tests assessing acquisition of specific grammar skills and vocabulary
- Student ability to participate in questions/answers and dialog formation in Russian is monitored in class daily to check student progress in acquiring good pronunciation and other practical communication skills
- Homework and workbook assignments are graded daily to monitor skills in using new grammar and vocabulary, as well as consistency in producing patterns learned earlier

B. Indirect Measures
- Periodic review of syllabi, textbooks, exams, etc.
- End-of-quarter student evaluations of teaching
- Regular updating of information on current events and trends to be introduced as background for class participation
- Informal exit interviews with students continuing on to Russian 103, as well as with those who are not
RUSS 103

I. Goals
Skills and abilities
- Comprehend spoken Russian, including key idiomatic phrases, at an introductory level about a range of specific everyday topics, including discussing ages, holidays, historical dates, eating out, taking about plans, hobbies, etc.
- Read simple texts in Russian with somewhat reliable lexical comprehension
- Speak Russian in present, past and future tenses, being able to communicate some hypothetical situations in complete sentences
- Manage simple communicative situations effectively in Russian
- Write Russian at a beginning level, in all tenses, as well as in the subjunctive mood; basic word order patterns, grammatical agreement, and correct spelling of learned vocabulary are required
- Students completing this course are expected to have reached the "novice-mid" level in Russian according to the ACTFL guidelines

Knowledge
- Understand introductory Russian grammar and syntax, developing more complex sentence structures; knowledge of all Russian tenses and beginning of mastery of Russian verb aspect
- Familiarity with a sampling of Russian cultural realities through exposure to realia such as art, film clips, photographs, etc.; emphasis on holidays and important historical dates
- Active knowledge of speaking and about 800 basic vocabulary words, including all numbers and basic time words

II. Objectives
- Students must consistently demonstrate sequential mastery of the above listed skills and knowledge in both written and spoken Russian

III. Assessment
A. Direct Measures
- Students must complete regularly scheduled chapter tests assessing acquisition of specific grammar skills and vocabulary
- Student ability to participate in questions/answers and dialog formation in Russian is monitored in class daily, as well as out of class, in at least two one-on-one sessions with the instructor, to check student progress in acquiring proper pronunciation and other practical communication skills
- Homework and workbook assignments are graded daily to monitor comprehension of target skills, including basic writing skills and consistent correct usage of grammatical endings, punctuation symbols, and Cyrillic penmanship

B. Indirect Measures
- Periodic review of syllabi, textbooks, exams, etc.
- End-of-quarter student evaluations of teaching
- Regular updating of information on current events and trends to be introduced as background for class participation
Exit interviews with students who have completed the first year of instruction; informal interviews with students who transfer out of the university into another Russian program, to monitor whether our level prepares adequately for the 2nd year at another university; consideration of comparative inadequacies in our preparation level

**RUSS 201/202/203: Intermediate Russian**

**RUSS 201**

I. **Goals**

This course is the first in a series of three intermediate-level Russian language courses intended for students with 2-3 years of high school Russian study (a small minority of students entering the program) or 1 year of university study (common for transfer students). Students from native-speaking Russian homes who have grown up part of their life in a non-Russian speaking environment but who have retained some fluency in written and spoken Russian may fit into this level.

**Skills and abilities**
- Review grammatical structures and vocabulary covered in the first-year sequence; by the end of this course all basic grammatical categories of nouns, verbs, and adjectives will have been introduced.
- Continue to improve speaking, listening, writing and comprehension skills in Russian.
- Attainment of pronunciation skills so that student non-native accent does not significantly interfere with comprehension.

**Knowledge**
- Improvement of conversational skills beyond the simple question-and-answer level.
- Written and spoken use of all basic grammatical forms of the language with only occasional errors.
- An active vocabulary of over 1000 basic words, including at least 50 basic verbs in both their perfective and imperfective aspectual forms.
- Improvement of reading skills so that short texts from the popular press can be comprehended with the aid of a dictionary.
- Familiarity with cultural and regional linguistic variation in the Russian-speaking world.

II. **Objectives**

- Students must demonstrate an intermediate level competence in the above listed skills and knowledge in written and spoken Russian.
- Ability to write original texts in Russian of at least 50 words with fairly consistent grammatical and lexical accuracy.

III. **Assessment**

A. Direct measures
- Tests, quizzes that assess students writing, reading and comprehension skills in Russian.
-Interviews that assess students’ oral communication and pronunciation skills in Russian
-Compositions of 50 word texts involving intermediate Russian syntactic, lexical, and stylistic patterns.
-Homework and workbook assignments graded daily to monitor consistent usage of both old and newly acquired grammar and vocabulary
-General assessment of class participation and attendance to monitor students’ ability to maintain an intermediate written and spoken level communication in Russian.

B. Indirect measures
-End-of-quarter student evaluations of teaching
-Regular review of syllabi, textbooks and exams etc.
-Informal discussions with students

RUSS 202

I. Goals

This course is the second in a series of three intermediate-level Russian language courses. Some transfer students who have taken more than a year of college Russian may fit into this course, as do some students with partial native fluency from their home environment.

Skills and abilities
- Increase mastery of perfective/imperfective verbs up to 75 pairs
- Continue to improve speaking, listening, writing and comprehension skills in Russian
- Emphasis on consistently correct placement of word accent, with correct reduction of vowels associated with the placement of word accent; ability to read new words correctly using this skill

Knowledge
- Improvement of conversational skills to attain the ability to participate in impromptu discussions about everyday topics, as well as to participate in increasingly complex discussions of politics and culture on prepared topics
- Written and spoken use of all basic grammatical forms of the language with only occasional errors
- An active vocabulary of over 1500 basic words, including at least 75 basic verbs in both their perfective and imperfective aspectual forms
- Improvement of reading skills so that short texts from original Russian literature can be comprehended with the aid of a dictionary

II. Objectives

- Students must demonstrate an intermediate level competence in the above listed skills and knowledge in written and spoken Russian.
- Ability to write original texts in Russian of at least 75 words with fairly consistent grammatical and vocabulary accuracy

III. Assessment
A. Direct measures
- Tests, quizzes that assess students writing, reading and comprehension skills in Russian
- Interviews that assess students' oral communication and pronunciation skills in Russian
- Dictations and compositions of 75 word texts involving intermediate Russian syntactic, lexical, and stylistic patterns.
- Homework and workbook assignments graded daily to monitor consistent usage of both old and newly acquired grammar and vocabulary
- General assessment of class participation and attendance to monitor students' ability to maintain an intermediate written and spoken level communication in Russian.

B. Indirect measures
- End-of-quarter student evaluations of teaching
- Regular review of syllabi, textbooks and exams etc.
- Informal exit interviews with students continuing on to Russ 203

RUSS 203

I. Goals
This course is the third in the 200 level series. Some transfer students who have taken at least two years college Russian may fit into this course, as do some students with significant native fluency from their home environment

Skills and abilities
- Continue to improve speaking, listening, writing and comprehension skills in Russian
- Integration of new vocabulary into earlier learned grammatical and stylistic patterns

Knowledge
- Improvement of conversational skills beyond the simple question-and-answer level
- Written and spoken use of all basic grammatical forms of the language with only occasional errors
- An active vocabulary of over 2000 basic words, including at least 100 basic verbs in both their perfective and imperfective aspectual forms
- Improvement of reading skills so that short texts from original Russian literature or the popular press can be comprehended with the aid of a dictionary
- Familiarity with cultural and linguistic variety in the Russian-speaking world

II. Objectives
- Students must demonstrate an intermediate level competence in the above listed skills and knowledge in written and spoken Russian.
- Ability to write original texts in Russian of at least 100 words with fairly consistent grammatical and vocabulary accuracy
- Students completing this course are expected to have reached the "high-novice/low intermediate" level according to the ACTFL guidelines

III. Assessment
A. Direct measures
- Tests, quizzes that assess students writing, reading and comprehension skills in Russian
- Interviews that assess students' oral communication and pronunciation skills in Russian
- Compositions of 100 word texts involving intermediate Russian syntactic, lexical, and stylistic patterns
- Homework and workbook assignments graded daily to monitor consistent usag of both old and newly acquired grammar and vocabulary
- General assessment of class participation and attendance to monitor students' ability to maintain an intermediate written and spoken level communication in Russian.

B. Indirect measures
- End-of-quarter student evaluations of teaching
- Regular review of syllabi, textbooks and exams etc.
- Exit interviews with students who have completed the first year of instruction; informal interviews with students who transfer out of the university into another Russian program, to monitor whether our level prepares adequately for the 2nd year at another university; consideration of comparative inadequacies in our preparation level

RUSS 301, 302: Advanced Russian

I. Goals

Skills and abilities
- Comprehend basic everyday Russian spoken at a natural pace, as well as participate in more complex discussions on select topics previously assigned
- Speak Russian spontaneously with a credible accent and with relatively few errors in basic grammar; stylistic errors are to be expected
- Write Russian using all needed grammatical forms
- Ability to use a dictionary for handling new vocabulary

Knowledge
- Continued mastery of material covered in the second year
- Facility with at least 200 verb aspect pairs by the end of Russ 302
- Familiarity with a variety of issues related to Russian and Slavic culture or history

II. Objectives

- Students must demonstrate the above listed skills and knowledge in written and spoken forms of Russian

III. Assessment

A. Direct Measures
- Daily vocabulary quizzes to monitor the acquisition of new words
- Students will complete a midterm and a final exam, as well as several tests that will allow them to demonstrate their mastery of Russian grammar and style

B. Indirect Measures
- Periodic review of syllabi, textbooks, exams, etc.
- Informal conversations with students who continue on to 200-level
- Student evaluations of teaching
- Exit interviews/questionnaires

**RUSS 330: Russian civilization**

**I. Goals**

**Skills and abilities**

- Write in Russian about Russian culture and civilization
- Read an entire work of Russian literature and discuss it critically in both written and spoken form
- Comprehend cultural information on contemporary Russia as well as on key facets of the Russian and Soviet past
- Speak effectively about Russian culture/civilization

**Knowledge**

- Understand basic facts about Russian literature and its literary interpretation
- Familiarity with the basic scope of Russian history and particularly with recent changes in the country developing from the collapse of the Soviet Union
- Awareness of different speech styles and of new trends in Russian lexicon

**II. Objectives**

- Students must demonstrate their ability to read and analyze an original work of Russian literature, as well as discuss or write about key topics relating to Russian history and culture

**III. Assessment**

A. Direct Measures
- Daily vocabulary quizzes to monitor the acquisition of new words
- Daily grading of homework involving answering questions about the text read
- Students will complete a midterm and a final exam that go into more depth about literary analysis and the topics of Russian culture discussed in class; these exams are also designed to ascertain the level of mastery of Russian grammar and style

B. Indirect Measures
- Periodic review of syllabi, textbooks, exams, etc.
- Informal conversations with students who continue on to 200-level
- Student evaluations of teaching
- Exit interviews/questionnaires

**RUSS 214: Russian phonetics**

In contrast to the language sequence courses, Russ 214 and 314 are taught largely in English and are designed to provide the student with sophisticated linguistic
knowledge about the structure of Russian in modern as well as historical perspective. These courses integrate practical student knowledge of Russian with the skills necessary to teach Russian or to use the language as an object of linguistic inquiry. They are designed to integrate student interest with Western's linguistics program as well as with its goals of preparing primary education teachers.

I. Goals

Skills and abilities
-To provide students with the skills needed to teach native Russian pronunciation or to analyze it from a cross-linguistic perspective
-Also serves to allow students to perfect their abilities to pronounce Russian with minimal non-native accent

Knowledge
-Full awareness of all orthographic (spelling) and orthoepic (pronouncing) patterns involving Russian Cyrillic
-Understanding of the phonetics of articulating Russian speech sounds in context with other sounds
-Systematic understanding of the different regional accents in Russia and other parts of the former Soviet Union
-Understanding of the historical development of writing and spelling in Russia, as well as of the evolution of the sound system

II. Objectives

-To master native-like Russian pronunciation (this will vary according to student ability, but the minimal goal is to remove elements of foreign accent that interferes with pronunciation)
-To grasp the structure and history of Russian alphabet and sound system so that this knowledge can be applied to teaching or research involving spoken Russian

III. Assessment

A. Direct measures
-Two oral tests to determine student mastery of pronunciation
-A midterm and a final testing all of the linguistic facts and patterns taught in the course

B. Indirect measures
-End-of-quarter student evaluation of teaching
-Regular review of syllabi, textbooks and exams etc.
-Informal discussions with students

RUSS 314: Russian syntax

IV. Goals
Skills and abilities
- To provide students with the skills needed to teach Russian word formation, syntactic patterns and rules of punctuation
- To review systematically all major patterns of Russian word and phrase formation

Knowledge
- Acquisition and review of basic morphological patterns
- Acquisition and review of basic stylistic variations in the use of word order or punctuation
- Understanding key aspects of the historical development of Russian word and sentence formation

V. Objectives
- To systematically review the main patterns of Russian word and sentence formation
- To grasp the structure and history of Russian grammar so that this knowledge can be applied to teaching or research involving spoken Russian

VI. Assessment

A. Direct measures
- A midterm and a final testing all linguistic facts and patterns taught in the course

B. Indirect measures
- End-of-quarter student evaluation of teaching
- Regular review of syllabi, textbooks and exams etc.
- Informal discussions with students

SPANISH

Mission
The Spanish section, within the Department of Modern and Classical Languages, provides to Western Washington University students the skills to learn firsthand about Hispanic societies. The section believes that the best way to understand a culture directly is through its language.

In keeping with the aim of providing the skills needed to learn about a culture in depth, the department trains in two areas: language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as foreign study opportunities. The section supports the analytical instruction of language structure through a full range of language skills courses, as well as a significant number of courses in linguistics. The ultimate goal is to provide our students with the opportunity to acquire the skills to be able to communicate in the Spanish with a near native proficiency.
Literary analysis is essential to a student's understanding of the highest achievements in aesthetic expression of a culture's values. The Spanish section provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture. Hence, the multifaceted programs of the Spanish program provide an opening to the Hispanic world through language, literature, culture and civilization. It is, therefore, a meeting place for the true diversity that permeates the Spanish-speaking world.

**SPAN 101, 102, 103**

I. Goals

**SPAN 101**

**Skills and abilities**

- comprehend spoken Spanish, including some idiomatic expressions, at an introductory level about very specific and concrete topics
- read simple, introductory texts in Spanish with somewhat reliable lexical comprehension
- speak Spanish in both present and past tenses, in complete sentences, with a number of basic errors to be expected
- manage very simple communicative situations effectively in Spanish
- write Spanish at a beginning level, both in the present and the past. Errors of grammar will be seen, but basic sentence structure, agreements, and correct spelling expected

**Knowledge**

- understanding of introductory Spanish grammar and syntax, emphasizing the structure of simple sentences
- familiarity with a sampling of Hispanic cultural realities through exposure to realia such as film and music
- familiarity with basic language learning strategies for oral and written target language production
- familiarity with basic vocabulary, such as classroom vocabulary, numbers, alphabet, seasons, months, holidays, family, socializing, basic emotional states etc.

**SPAN 102**

**Skills and abilities**

- comprehend spoken Spanish, including some idiomatic expressions, at an introductory level about very specific and concrete topics
- read simple, introductory texts in Spanish with somewhat reliable lexical comprehension
- speak Spanish in both present and past tenses, as well as being able to communicate some hypothetical situations in complete sentences, with a number of basic errors to be expected
- manage very simple communicative situations effectively in Spanish
- write Spanish at a beginning level, in the present, in the past, as well as being able to introduce some more complex structures that imply hypothetical situations. Errors of grammar will be seen, but basic sentence structure, agreements, and correct spelling expected

Knowledge

- understanding of introductory Spanish grammar and syntax, introducing complex sentence structures
- familiarity with a sampling of Hispanic cultural realities through exposure to realia such as film and music
- familiarity with basic language learning strategies for oral and written target language production
- familiarity with basic vocabulary related to daily activities, preferences, free time activities etc.

SPAN 103

Skills and abilities

- comprehend spoken Spanish, including some idiomatic expressions, at an introductory level about very specific and concrete topics
- read simple, introductory texts in Spanish with somewhat reliable lexical comprehension
- speak Spanish in both present and past tenses, being able to communicate some hypothetical situations in complete sentences, and also being able to talk about the future with a number of basic errors to be expected
- manage very simple communicative situations effectively in Spanish
- write Spanish at a beginning level, in the present, in the past, being able to introduce some more complex structures that imply hypothetical situations as well as being able to write about the future. Errors of grammar will be seen, but basic sentence structure, agreements, and correct spelling expected

Knowledge

- understanding of introductory Spanish grammar and syntax, developing more complex sentence structures
- familiarity with a sampling of Hispanic cultural realities through exposure to realia such as film and music
- familiarity with basic language learning strategies for oral and written target language production
- familiarity with basic vocabulary related to more abstract topics, such as art or literature.

II. Objectives

- that students demonstrate the above listed skills and knowledge in Spanish in aural, oral, and written forms.
III. Assessment

A. Direct Measures

Students will be given sequenced language exams that assess acquisition of grammar skills. Students will also have to complete some vocabulary quizzes that assess acquisition of a basic lexicon in Spanish. Homework and workbook assignments will be graded for comprehension of target skills, including basic writing skills. The success of the first year series will also be determined by the success of students in the second year Spanish language courses.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 201, 202, 203

Skills and abilities

Skills and abilities are acquired in a sequential manner throughout the 200-level curriculum, with ultimate expectations being described by the following narrative

- comprehend Spanish spoken at an almost natural pace, including an increasing number of idiomatic expressions, about topics that become increasingly complex and abstract
- read short texts in Spanish that have been written by native speakers and not necessarily for a non-native audience with reliable lexical and thematic comprehension
- speak Spanish spontaneously in some controlled situations and plenty of uncontrolled situations, in complete sentences, with an understandable accent. Errors are to be expected but message will be understandable
- write Spanish in the present and the past with no errors in the most basic structures and some errors when attempting complex structures. Write about hypothetical situations, reactions to actions done by others, and actions conditioned by time, both in the present, past and future. Write with an increasingly complex sentence structure, both in the active and the passive voice with knowledge of communicative possibilities with different verb patterns, in the simple and perfect tenses

Knowledge

- understanding of introductory Spanish grammar and syntax, emphasizing the structure of increasingly complex sentences
- familiarity with less known Hispanic cultural realities through exposure to realia, such as film and music, and also literature written in the target language for an audience of native speakers
-familiarity with the appropriate pronunciation of the basic sounds in the Spanish language
- familiarity with vocabulary that goes beyond the one studied in the first year, that it is presented around thematic contexts that become more complex and abstract. Emphasis placed on problematic vocabulary issues such as different possibilities in Spanish for the word “time” or “get”

II. Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language

III. Assessment

A. Direct Measures

Students will have to complete a test per unit that will allow them to demonstrate their ability to recognize and use vocabulary related to the thematic units presented in the course. These tests will allow the students to demonstrate their ability to use the structural and linguistic patterns practiced in class. The tests will also allow the students to demonstrate their ability to write Spanish in complete sentences and to showcase their familiarity with those realities that define the Hispanic world. Students will also have to complete several short compositions throughout the second year series. These compositions will allow them to demonstrate their familiarity with vocabulary and with increasingly complex structural patterns. In class, they will have to create and perform small sketches that will allow them to demonstrate their ability to speak in understandable Spanish, with complete sentences, and a good pronunciation.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 301, 302

I. Goals

Skills and abilities:

-comprehend Spanish spoken at a natural pace, including a great number of idiomatic expressions, about topics that can be complex and abstract
-readable, understand and interpret literary texts that have been written in Spanish by native speakers for a native speaker’s audience and being able to extrapolate relevant cultural information from those readings
-speak Spanish spontaneously in all sorts of uncontrolled situations, in complete sentences, with a good accent and with few errors

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-write Spanish with a wide range of structures, using complex syntactical patterns that will allow them to communicate both concrete and abstract ideas, in the past, present or future, either about real or hypothetical issues

Knowledge:

-understanding of both simple and complex Spanish grammar and syntax, emphasizing those patterns that depart from the general rules and patterns presented at the first and second year level
-familiarity with the basic format of an academic essay
-familiarity with the basic tools of literary analysis
-familiarity with a wealth of issues related to Hispanic culture
-familiarity with vocabulary that goes beyond specific themes and topics

II. Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

III. Assessment

A. Direct Measures

Students will complete a midterm exam, a final exam, and several tests that will allow them to demonstrate their understanding of both simple and complex Spanish grammar and syntax. These exams will emphasize those structures that depart from the general rules and patterns presented at the first and second year level. The exams will include questions about literary and cultural readings done in class and will allow them to demonstrate their familiarity with the basic tools of literary analysis. Students will also write a number of essays that will allow them to demonstrate their familiarity with the basic format of an academic essay and their ability to write Spanish with a wide range of structures, using complex syntactical patterns that will allow them to communicate both concrete and abstract ideas, in the past, present or future, either about real or hypothetical issues. Numerous occasions will also be provided for students to perform short skits so that the students can demonstrate their ability to speak Spanish spontaneously in all sorts of uncontrolled situations, in complete sentences, with a good accent and with few errors and also their ability to comprehend Spanish spoken at a natural pace, including a great number of idiomatic expressions, about topics that can be complex and abstract.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 305
I. Goals

Skills and abilities:

-speak Spanish in both informal and formal registers, in both professional and social contexts
-use grammar correctly in spoken Spanish
-use idiomatic expressions and specific vocabulary within conversational context
-comprehend Spanish spoken at a natural pace and respond in Spanish accordingly

Knowledge:

-familiarity with idiomatic spoken Spanish
-understanding of spoken conversational patterns in Spanish
-familiarity with some non-spoken conversational patterns in Spanish
-sensitivity to Hispanic cultural and social realities as they affect spoken interactions with native speakers

II. Objectives

-that students demonstrate the above listed skills and knowledge in spoken forms of the target language and that they become comfortable in conversational situations in Spanish

III. Assessment

A. Direct Measures

Students will prepare and stage several oral presentations that will allow them to demonstrate their familiarity with idiomatic spoken Spanish and their ability to speak Spanish in both informal and formal registers, in both professional and social contexts. They will have to show awareness of correct grammar use as well as sensitivity to Hispanic cultural and social realities as they affect spoken interactions with native speakers. These presentations will also give them the opportunity to demonstrate their familiarity with some non-spoken conversational patterns in Spanish. The students will complete several listening and comprehension activities that will allow them to demonstrate their ability to understand spoken conversational patterns in Spanish.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses
I. Goals

Skills and abilities:

- transcribe the sound of Spanish words using the international phonetic code
- speak Spanish with an awareness of the correct production and minimal or no interference from English
- read the international phonetic code with ease
- comprehend the intricacies of speech articulation, focusing on how speech sounds in Spanish are produced

Knowledge:

- familiarity with the vocabulary essential to phonetic analysis
- familiarity with the principles that govern pronunciation
- familiarity with different dialectal varieties in the pronunciation of sounds in Spanish
- familiarity with the phonological system to which the sounds belong
- familiarity with the contrasts between the sound systems of Spanish and English

II. Objectives

- that the students demonstrate the above listed skills and knowledge in written and spoken forms of the target language

III. Assessment

A. Direct Measures

Students will complete several exams that will allow them to demonstrate their ability to transcribe the sound of Spanish words using the international phonetic code, as well as their familiarity with the vocabulary essential to phonetic analysis and with the principles that govern pronunciation. Students will also complete a final project in which they will demonstrate their familiarity with different dialectal varieties in the pronunciation of sounds in Spanish as well as their knowledge of the phonological system to which the sounds belong. Students will be asked to do activities in class that will allow them to demonstrate their ability to speak Spanish with an awareness of the correct production and minimal or no interference from English.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 331
I. Goals

Skills and abilities

- write in Spanish about Spanish culture and civilization
- read relevant documents critically
- comprehend cultural information
- speak effectively about Spanish culture/civilization

Knowledge

- familiarity with general historical development of the country
- understanding of the diversity that has shaped Spanish culture through the centuries which will lead to an awareness of the different cultures and identities that shape modern Spain
- awareness of and familiarity with religious, social, political, and artistic realities in Spain, both diachronically and synchronically
- familiarity with popular culture through music, literature, film, popular press and newspapers

II. Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

III. Assessment

A. Direct Measures

- Both midterm and final exam include several short questions that test their familiarity with the historical development of different periods of Spanish history. The students have to recognize a certain number of cultural objects that illuminate different aspects of Spanish history and culture through the centuries. The students also have to write a long essay in which they demonstrate their ability to think critically about the culture and history of Spain as well as their ability to connect historical periods and social issues in a meaningful way. The students also write four essays through the quarter in which they show their capabilities to construct a strong and coherent argument about a social and cultural issue in Spanish. Finally, the students give an oral presentation to demonstrate their familiarity with, especially, contemporary issues and their ability to speak about it in Spanish in a coherent and correct manner.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 400-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses
**SPAN 332**

I. Goals

**Skills and abilities**
- write in Spanish about Latin American culture and civilization
- read relevant documents critically
- comprehend cultural information
- speak effectively about Latin American culture/civilization

**Knowledge**
- understanding of the syncretic nature of Latin American culture/civilization
- familiarity with general cultural realities in Mexico/Central America, the Andean region, and the Southern Cone
- familiarity with popular culture through music, literature, and film
- sensitivity to difference and to European and indigenous influences
- awareness of religious, social, political, and artistic realities in Latin America
- familiarity with general historical development of the region

II. Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

III. Assessment – Both indirect and direct methods reflect expectations and are realized through quizzes, exams, a term paper, and student evaluations.

**SPAN 333**

I. Goals

**Skills and abilities**
- speak Spanish in both informal and formal registers, in both professional and social contexts related to the business world
- use grammar correctly in spoken Spanish
- use idiomatic expressions and specific vocabulary within the conversational context of Business Spanish
- comprehend Spanish spoken at a natural pace and respond in Spanish accordingly

**Knowledge**
- familiarity with idiomatic spoken Spanish as this manifests itself in the Business world
-understanding of spoken conversational patterns in Spanish
-familiarity with some non-spoken conversational patterns in Spanish
-sensitivity to Hispanic cultural and social realities as they affect spoken interactions with native speakers in the context of business interactions

II. Objectives

-that students demonstrate the above listed skills and knowledge in spoken forms of the target language and that they become comfortable in conversational situations in Spanish

III. Assessment

A. Direct Measures

Students will prepare and stage several oral presentations that will allow them to demonstrate their familiarity with idiomatic spoken Spanish as this manifests itself in the Business world and their ability to speak Spanish in both informal and formal registers, in both professional and social contexts related to the business world. They will have to show awareness of correct grammar use as well as sensitivity to Hispanic cultural and social realities as they affect spoken interactions with native speakers in the context of business interactions. These presentations will also give them the opportunity to demonstrate their familiarity with some non-spoken conversational patterns in Spanish. The students will complete several listening and comprehension activities that will allow them to demonstrate their ability to understand spoken conversational patterns in Spanish.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 340

I. Goals

Skills and abilities:
-Read literary texts from an analytical perspective
-Write about a literary text showing the capability to justify one’s own argument and interpretation through evidence selected from the text.
-Speak about literary texts using the appropriate terminology
-Comprehend the difference between the different literary genres: short story, novel, poetry, drama, and essay

Knowledge:
-Familiarity with the basic terms used in literary analysis
-Familiarity with the characteristics that identify the different genres
-Introduction to some of the most important literary voices in both Latin American and Spanish literature

II. Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language

III. Assessment

A. Direct Measures

-Students will complete a midterm and a final as well as several short papers. The midterm and final exams will allow the students to demonstrate their familiarity with the texts read in class and with the literary terms necessary to analyze literature in a competent manner. They will also allow them to prove their familiarity with the characteristics of the different literary genres. A short analytic paper will be completed on each of the genres studied in class. They will allow the students to demonstrate their ability to read critically and to form a written argument that not only describes the text but also analyzes it.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 400-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 351

I. Goals

Skills and abilities

-read Spanish poetry and prose in Spanish
-write critically, in Spanish, about Spanish poetry and prose
-speak from a critically informed perspective about Spanish literature
-comprehend the trajectory and development of Spanish literature
-develop the skills that will allow them to research authors and/or topics using the MLA International Bibliography

Knowledge

-understanding of the characteristics of the major literary movements in Spain
-familiarity with a selection of major literary voices in Spain
-awareness of the socio-political and historical influences on Spanish literature.
II. Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

III. Assessment

A. Direct Measures

- Both midterm and final exams include identifications, several short questions, and an essay question. The identifications will allow the students to demonstrate their familiarity with the texts read as part of the course. The short questions will allow them to demonstrate their familiarity with the different literary movements as well as with the socio-political influences of the times when the movements came about. The essay question will allow them to demonstrate their ability to write critically about Spanish literature and also to establish connections between texts, literary movements, and the socio-cultural context in which they came about. The students will also write several essays and one final paper that will consist on a commented bibliography. The essays will emphasize critical thinking and the ability to relate the knowledge acquired in class with their own interpretations of literary texts. The final project will allow them to delve into the process of doing academic research. It will require the use of library resources, including databases and tools such as Interlibrary loan in order to complete a commented bibliography about an author or topic.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 400-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 352

I. Goals

Skills and abilities

- read Latin American poetry and prose in Spanish
- write critically, in Spanish, about Latin American poetry and prose
- speak from a critically informed perspective about Latin American literature
- comprehend the trajectory and development of Latin American literature

Knowledge

- understanding of the characteristics of the major literary movements in Latin America

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-familiarity with a selection of major literary voices in Latin America
-awareness of the socio-political and historical influences on Latin American lit.

II. Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

III. Assessment as described for SPAN 351.

SPAN 401

I. Goals

Skills and abilities:
- analyze sentence structure in Spanish
- speak about Spanish grammar using appropriate linguistic vocabulary
- write in Spanish about Spanish grammar
- comprehend the inner workings of Spanish grammar, not just as a set of arbitrary rules but as a coherent system of structural elements

Knowledge:

- familiarity with linguistic vocabulary
- awareness of the systematic nature of the Spanish language
- familiarity with the main components of the syntax of the language
- awareness of the flexibility of the Spanish language as system

II. Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language

III. Assessment

A. Direct measures

-The students will complete several exams in which they will have to demonstrate their familiarity with linguistic vocabulary, which they will have to use in order to make their ability to analyze sentence structure obvious. In these exams, they will have to complete activities that will reveal their ability to comprehend the inner workings of Spanish grammar as a coherent system of syntactical elements that allow for a certain flexibility in its use. The students will also have to complete a final project in which they will demonstrate their ability to read a text as an incarnation of the systematic nature of the Spanish language. They will have to choose a component of the language structure (such as direct or indirect object pronouns, prepositions,
subjunctive use in subordinate clauses), summarize its relevance in Spanish grammar, and analyze its use in a given text.

B. Indirect measures
- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 400-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 402

I. Goals

Skills and abilities:
- write argumentative, descriptive, narrative, and informative papers in Spanish
- write a coherent essay, with a clear introduction, with thesis statement, development and conclusion
- read texts in Spanish with an eye on idea presentation, development and effective conclusion
- talk about different topics in Spanish with the purpose of brainstorming, first, organizing ideas, second, and, finally, reaching conclusions.
- comprehend the importance of a well argued and presented paper

Knowledge:
- familiarity with different types of writing: argumentative, descriptive, informative, narrative
- familiarity with new expanded vocabulary, including words and phrases that will help to establish the organization and transition of ideas
- familiarity with different topics related both to Hispanic cultures and global culture in general

II. Objectives

- that students demonstrate the above listed skills and abilities in written form in the target language

III. Assessment

A. Direct measures

Students will write a number of essays in which they will demonstrate their abilities to write a coherent essay, with a clear introduction, with thesis statement, development and conclusion. The essays will reflect the student’s own perspective on the topics discussed in class. Essays will be graded and returned to the students, who in turn will rewrite those parts with which they have had problems, helping them improve specific skills, such as writing an interesting introduction, a specific and clear thesis, well structured paragraphs in the development, that will be connected through transition
words and phrases, and relevant conclusions. The essays will also demonstrate the student’s awareness of relevant issues to both Hispanic cultures and the global community.

B. Indirect measures
   - periodic review of syllabi, textbooks, exams, etc.
   - informal conversations with students who continue on to 400-level
   - student evaluations of teaching
   - exit interviews/questionnaires
   - transcript analyses

SPAN 405

I. Goals

Skills and abilities
- speak Spanish in both informal and formal registers about social and cultural topics
- use grammar correctly in spoken Spanish
- use specific idiomatic expressions and specific vocabulary within the broad context of the cinematic experience
- comprehend Spanish spoken at a natural pace and respond in Spanish accordingly

Knowledge
- familiarity with an increasing number of idiomatic expressions and vocabulary presented and acquired in the context of conversational situations that appear in Hispanic films
- familiarity with specific cinematic vocabulary
- familiarity with social and cultural issues pertaining to the Hispanic world as presented through movies made in Hispanic countries
- sensitivity to Hispanic cultural and social realities

II. Objectives
- That students demonstrate the above listed skills and knowledge in spoken forms of the target language and that they become comfortable in conversational situations in Spanish

III. Assessment

A. Direct Measures

The students will have a plethora of non staged opportunities that will allow them to demonstrate their familiarity with idiomatic spoken Spanish as presented in films. In their conversations in class they will have the chance to show awareness of correct grammar use as well as sensitivity to Hispanic cultural and social realities through discussion of the issues presented in the films viewed in class. The viewing experience will be accompanied by listening comprehension activities that will allow the students
to demonstrate their ability to understand spoken conversational patterns in Spanish and their familiarity with an ever increasing range of vocabulary.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 425

I. Goals

Skills and abilities

- effectively assist learners of Spanish with their language acquisition questions
- write pedagogically sound language exercises
- understand typical concerns of language learners
- give correct oral instruction, in English and Spanish, on a variety of language questions

Knowledge

- understanding of common language learner questions/concerns
- familiarity with some methodological issues such as how to structure language exercises

II. Objectives

- that students acquire teaching and learning skills to facilitate tutoring of lower-division students in Spanish

III. Assessment

A. Direct Measures

- verification of tutoring time spent; anecdotal evidence of positive student response to tutoring; successful generation of instructional materials

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 440
I. Goals

Skills and abilities

- write in a sophisticated manner, in Spanish, about a specific theme or issue related to Spanish Linguistics
- be able to participate in a critically and theoretically informed manner in class discussions in Spanish about Spanish linguistics
- comprehend advanced discussion of Spanish linguistics

Knowledge

- thorough understanding of a specific topic in Spanish linguistics, informed by a theoretical framework of analysis
- thematic and topic knowledge varies from quarter to quarter

II. Objectives

- that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

III. Assessment

A. Direct Measures

Exams and activities will be given to assess successful acquisition of objective competencies.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 200-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses

SPAN 450

I. Goals

Skills and abilities

- write in a sophisticated manner, in Spanish, about a specific theme or issue in Latin American or Spanish literature
- be able to participate in a critically and theoretically informed manner in class discussions in Spanish about Latin American or Spanish literature
-comprehend advanced discussion of Latin American or Spanish literature and thought

Knowledge

-thorough understanding of a specific topic in Latin American or Spanish literature, informed by a critical framework of analysis
-thematic and topic knowledge varies from quarter to quarter

II. Objectives

-that students demonstrate the above listed skills and knowledge in written and spoken forms of the target language.

III. Assessment

A. Direct Measures

- Both midterm and final exams include identifications, and an essay question. The identifications will allow the students to demonstrate their familiarity with the texts read as part of the course. The essay question will allow them to demonstrate their ability to write critically about a specific period or movement of Latin America or Spanish literature and also to establish connections between texts, critical approaches to those texts and also the socio-cultural context in which they came about. The students will also write several essays and one final research paper. The essays will emphasize critical thinking and the ability to relate the knowledge acquired in class with their own interpretations of literary texts. The final paper will require that they choose a text or topic and do extensive research on it. Their paper will have to provide an interpretation of the text or topic that is presented within the context of what other researchers have established on that particular text or topic.

B. Indirect Measures

- periodic review of syllabi, textbooks, exams, etc.
- informal conversations with students who continue on to 400-level
- student evaluations of teaching
- exit interviews/questionnaires
- transcript analyses