

1)

(What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

Yes, though learning outcomes for the courses listed above vary. For example, EALC2161 satisfies the cultural diversity core, while EALC 3163 and EALC3166 satisfy the literature core.

EALC2161 Ghosts and Strange Happenings in Chinese Literature (taught by Sing-chen Lydia Chiang) satisfies the cultural diversity core. It introduces students to the classical #

stories, Song dynasty song lyrics, Yuan drama, and Ming-Qing vernacular literature, especially the novel, *Dream of the Red Chamber*. The course helps students foster a basic understanding of the Chinese literary heritage. It also provides disciplinary training in literary study, helping students develop basic skills in close reading, critical analysis, and research and writing about literature. In addition, students learn about the unique challenges and rewards of reading world literature through translation.

2)

6)
external review.)

(Your latest comprehensive departmental self-study and

2012

Slavic & Eastern Languages & Literatures
Program in Linguistics

Note: I am completing this form with reference to the course Ling2379/ Engl2132 / Socy2275
Language & Ethnicity, which offers Cultural Diversity credit. It was last taught Spring 2019

7)

10) (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The instructor, in collaboration with the course Teaching Assistant, interprets informal evidence for student achievement gathered at mid-semester. The Chair of the Department and other faculty members teaching in linguistics serve a consultative role as needed. In addition, student course evaluations are carried out every year at the end of the semester; summaries are available to both the Chair of the Department and to the Departments of English and of Sociology, where the course is cross-registered. The instructor retains the full content of the course evaluations, including narrative evaluations of course goals. The instructor and TA meet after the course evaluations are returned to discuss these narratives in depth.

11) (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

Student evaluations led to some minor changes in focus and pace, but overall student satisfaction was very high, about 20% higher than the average for courses in the Morrissey College overall. Moreover, during the 2017-18 school year, the syllabus of this course was revised in consultation with the University Core Committee. On the basis of feedback from the Core Committee, I have added a component to the course of reflection on national consensus that expands community ownership and appreciation of language difference. I look forward to returning to this class in 2019.

6 (Your latest comprehensive departmental self-study and external review.)

Our latest departmental review occurred in 2012, and external review occurred in 2012.

- 12) (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

In addition to their in-depth study of representative works of Russian literature in the 20th century within the Russian, Soviet and world context, students will pursue the general outcomes stated for all Literature Core courses at Boston College:

Literature, a product of the imagination, is a vehicle for understanding human experiences. In this part of the Core program, students read in order to assess the shape and values of their own cultures; to discover alternative ways of looking at the world; to gain insights into issues of permanent importance and contemporary urgency; and to distinguish and appreciate the linguistic and formal satisfactions of literary art.

u to place the reception of literary works in a cultural, historical, and social context. In Literature Core courses, students will be introduced to disciplinary skills including close reading, analysis of texts, and the practice of writing about them with clarity and engagement. Through shared critical and reflective inquiry, students will explore ways in which meaning is textually produced in the world.

- 13) † expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes for Literature Core courses will correspond to those published on the English Department website:

<http://www.bc.edu/schools/cas/english/undergraduate.html>

Additionally, the syllabus contains a detailed statement on the learning outcome.

- 14) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

Students are assigned an early short paper, which also serves as a writing sample (3-4 pp.). The paper is graded for both writing and analysis, and is returned copy-edited. The goal is to provide an example of formal writing and to indicate to the student what is required in terms of analysis. There is a midterm, a longer paper (10-12 pp.), and a final exam. There may be an additional short writing assignment.

- 15) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Core literature courses (2) in Slavic and Eastern Languages and Literatures are taught by the two FT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 16) **What were the assessment results and what changes have been made as a result of using this data/evidence?** What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?

The SELL department conducts annual reassessments of its core literature courses. The most recent changes included an emphasis on a broader representation of genres and literary movements, as well as on ethnic and gender diversity of the authors/materials taught.

- 6 (Your latest comprehensive departmental self-study and external review.)

2012

17) (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

In this cultural diversity course students study aspects of ethnic, cultural, and religious diversity among the peoples of the Balkans: Albanians, Bosnians, Bulgarians, Croats, Greeks, Jews, Macedonians, Serbs, Slovenes, Romanians, and Turks. They examine the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Judaism, Islam), culture, and social class. They analyze sources of nationalism and identify reasons for conflicts and war. They examine and compare their own social experience and value system with the ones they learn about. In the process of learning, they the American political lexicon) and come to und

As in any other university core for cultural diversity, students in this class develop appreciation of other cultures and ways of life and develop capacity to see the world from the point of view of others. In addition, they examine and compare their own culture, moral concepts, and social values with the one they learn about.

A critical component of a liberal arts education is the capacity to see human experience from the point of view of others who encounter and interpret the world in significantly different ways. Courses in Cultural Diversity, by introducing students to different cultures and examining the concepts of cultural identity and cultural differences, are aimed at developing students' appreciation of other ways of life and providing a new understanding of their own cultures.

18) † expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes for Cultural Diversity Core courses will correspond to those published on the Core Requirements & Courses website:

https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/core-requirements.html#1_c

- 19) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

Successful completion of this course requires a midterm, a final exam, consistent participation in class discussions, and a class presentation. The comprehension and analytical thinking. Major errors are discussed in class, and then students are asked to analyze and correct their own work. Student prepare pre-circulated questions and participate in class discussions, which are designed to measure their learning outcome. Another source of students learning outcome is the individual research, development, and presentation on a topic related to the syllabus.

- 20) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Cultural diversity courses in the fields of Slavic Studies are taught by the two FT faculty and one PT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 21) **What were the assessment results and what changes have been made as a result of using this data/evidence?** What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?

Errors or deficiencies in student performance are clearly marked on the exams. The exams are returned for individual corrections and discussed in class. Student projects are evaluated by the instructor before and after presentations in class --before, for better conceptualization of the projects, and after, for clarifications and encouragement. The performance data is analyzed and taken into account for future improvement of study materials and/or changes in the syllabus.

The SELL department conducts annual reassessments of its core literature courses.

- 6 (Your latest comprehensive departmental self-study and external review.)

2012

- 25) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Core literature courses (2) in Slavic and Eastern Languages and Literatures are taught by the two FT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 26) **What were the assessment results and what changes have been made as a result of using this data/evidence?** What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?

27) (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

This cultural diversity course introduces students to the history, culture, and languages of the Slavs, the most numerous ethnic and linguistic group in Europe. Students learn elements of the shared culture as well as the unique identities of the Western, the Eastern, and the Southern Slavs. They compare and contrast Slavic languages, religion, and social experiences. Their learning outcome is based on the study of works of scholarship and exemplary Slavic literature. While examining the selection of literary works, students develop analytical skills and learn how to contextualize art to social and historical experience.

As in any other university core for cultural diversity, students in this class develop appreciation of other cultures and ways of life and develop capacity to see the world from the point of view of others. In addition, they examine and compare their own culture, moral concepts, and social values with the one they learn about.

A critical component of a liberal education is the capacity to see human experience from the point of view of others who encounter and interpret the world in significantly different ways. Courses in Cultural Diversity, by introducing students to different cultures and examining the concepts of cultural identity and cultural differences, are aimed at developing students' appreciation of other ways of life and providing a new understanding of their own cultures.

28) † (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate? expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes for Cultural Diversity Core courses correspond to those published on the Core Requirements & Courses website:

https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/core-requirements.html#1_course_in_cultural_diversity

Additionally, the syllabus contains a detailed statement on the learning outcome.

29) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the**

33) † expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

34) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

35) **What changes have been made as a result of using the data/evidence?** (Have there been any recent changes to your curriculum or program? Why were they made?)

36) (Your latest comprehensive departmental self-study and external re1 l3@1900189>3@17D0176>4@190011E019003559@003>3@1024@1900 0.286 0.49 rg0.122 0.286 0.49 RG(-)]TJET

