

## Form E-1-A for Boston College Departments/Programs

### Department/Program: Eastern, Slavic, and German Studies

Literature Core Assessment SLAV2173/ENGL2228 Twentieth-Century Russian Literature

- 1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

Students read major representative works of Russian literature of the twentieth century. The works encompass all genres: prose, poetry, and drama. Occasionally, students are also exposed to other art forms such as music and visual art. Literary texts are read in various contexts: political, social, and cultural. Students learn important historical events, including but not limited to The Russian Revolution, the Second World War, the Cold War, Thaw, Stagnation, and Perestroika/Glasnost.

Students also 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.

To read literature critically is to examine the human condition through language's expressive power and 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.

- 2) Where are these learning outcomes published? Be specific. Where are the department's learning 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.

- 3) **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 write two short papers. The papers are graded for both writing and analysis, and they are returned with detailed comments. The goal is to provide opportunities for formal academic writing and to indicate to the student what is required in terms of close reading and analysis. In addition, there is a midterm as well as a final exam.

- 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?)

Two FT faculty in Russian/Slavic literature teach the core courses in Russian 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.

- 5) **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 ESGS department conducts regular assessments of its core literature courses. The most recent changes include a more diverse, less Russo-centric reading list. Special emphasis is placed on a broader representation of genres and literary movements, as well as on ethnic and gender diversity of the authors/materials taught.

- 6) Date of the most recent program review. (Your latest comprehensive departmental self-study and external review.)

2012

## Form E-1-A for Boston College Departments/Programs

Literature Core Assessment SLAV2162/ENGL2227 Classics of Russian Literature

Department/Program: Eastern, Slavic, and German Studies

- 6) Have formal learning outcomes been developed? What are they? (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 classics of Russian and Russophone literature within the Russian and world context, students will pursue the general outcomes stated for all Literature Core courses at Boston College. 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.

- 7) Where are these learning outcomes published? Be specific. Where are the department's learning 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 detailed information on the learning outcome.

- 8) **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?)

In addition to a midterm and a final exam, students complete two short papers. The exams, which are designed to ensure students' thorough reading of the works, consist of passage identifications and short essays. The papers are graded for both writing and analysis, and they are returned copy-edited, with detailed comments. The goal is to provide an example of formal writing and to indicate to the student what is required in terms of analysis.

- 9) **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 in Russian literature are taught by the two FT faculty in Russian/Slavic section of ESGS. These professors assess the outcomes of their students. Changes are made to the curriculum in response to discipline trends as well as student performance and evaluation.

- 10) **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 ESGS department conducts regular assessments of its core literature courses. Recent changes include a more diverse, less Russo-centric reading list. Additionally, emphasis is placed on a broader



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.

- 14) **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 Slavic/Russian are taught by the two FT faculty and one PT faculty. These professors assess the outcomes of their students. Changes are made in response to student performance and evaluation.

- 15) **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



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